OCTOBER • 1960

AUDIOVISUAL INSTRUCTION

Published by the department of audiovisual instruction, NEA

HOW HAS TELEVISION CHANGED THE ROLE OF THE AV SPECIALIST?

TEACHERS ARE LOYAL TO CURRICULUM CORRELATED CORONET FILMS

Why are Coronet Films invariably the choice when teachers are concerned with film selection?

The skilled teacher—thoroughly familiar with the curriculum and highly sensitive to classroom needs—is constantly searching for supplementary materials to enrich each unit of instruction.

The main requirement is that these materials meet the needs of the modern curriculum and that they not only complement, but also extend and clarify the textbook . . . the basic teaching tool in the classroom. The teacher is quick to recognize that Coronet films do exactly this . . . that they reflect the curriculum precisely as she knows it from her day-to-day classroom experience.

Why do Coronet films have this instantly recognizable quality? . . . because for twenty years their production has been governed by a single aim: to make only those films which *truly* correlate with the course of study and the textbooks which are used most widely.

To become better acquainted with Coronet films for classroom use, simply select preview prints of your choice from the current catalogue of nearly 1,000 Coronet films. For detailed information on the extent to which Coronet films correlate with the curriculum, write for a handsome, new chart which outlines the exact relationship between more than 100 Coronet science films and 30 leading textbooks used widely in grades 4, 5, and 6. Ask for "Intermediate Science Chart."

CORONET FILMS

DEPT. AV-100 · CORONET BUILDING · CHICAGO 1, ILLINOIS

VOLUME 5 NO. 8 | OCTOBER 1960

". . . to help improve instruction through the more effective use of materials."

AUDIOVISUAL INSTRUCTION

Editorial Staff

Editor
Anna L. Hyer

Managing Editor
Alice Finstad

Editorial Assistant
Virginia G. Sturwold

Art Director
Joe Jacobs

Advertising Manager
Homer Humbert

Circulation Manager
Florence Ih-Chi Fan

Materials and Equipment
Robert H. Burgert
William H. King

Looking at New Literature
Edward T. Schofield

Editorial Board

Chester D. Babcock, James W. Brown, James H. Davis, June Dilworth, Carolyn Guss, Horace C. Hartsell, Wanda Johnston, Virginia E. Kelly, Ford L. Lemler, Samuel A. Madden, Clyde K. Miller, Barry Morris, William B. Sanborn, Beatrice S. Simmons, Harry J. Skelly, Pauline D. Smith, Constance Weinman.

DAVI Executive Committee

James D. Finn, President; **Ernest Tiemann** President Elect; **Clyde K. Miller,** Vice President; **Walter S. Bell,** Past President; **E. Dudley Parsons; Virginia E. Kelly; Ralph H. Hall; Horace C. Hartsell.**

contents

232 **AV-TV, a Broadcaster's Foreword**
Armand L. Hunter

234 **AV-TV Seminar Summary**
Lee E. Campion

242 **Are You Represented Here?**
(Charts)

244 **The National Picture in Television**
Harold E. Wigren

247 **The Wrong End of the Axis**
A review by Hugo E. Beck

247 **A Bonus for the Forgotten Learner**
A review by Raymond Wyman

254 **Teaching Machine Experts Visit Capital**
Virginia G. Sturwold

257 **Convention Note: A Plea for Feedback**

266 **High Points at NAVA**

EDITORIAL COMMENT

268 **Prospectus**
Anna L. Hyer

DEPARTMENTS

250 **Within the DAVI Family**
258 **Materials and Equipment**
260 **News from the Field**

AUDIOVISUAL INSTRUCTION is published monthly except July and August by the Department of Audiovisual Instruction of the National Education Association of the United States, 1201 16th Street, N. W., Washington 6, D. C. AUDIOVISUAL INSTRUCTION goes to all members of the Department; membership dues including AUDIOVISUAL INSTRUCTION, $7 ($2 of which goes to AUDIOVISUAL INSTRUCTION); Single copies of AUDIOVISUAL INSTRUCTION, 50 cents, annual subscription, $4. Second class postage paid at Washington, D. C. Copyright 1960, Department of Audio-Visual Instruction, NEA. All articles are contributed.

EDITORIAL ADVISORY BOARD

Robert Bauman, Minnesota; Harold W. Coman, Washington; Amo De Bernardis, Oregon; Earl Dible, California; George W. Forbes, New York; W. R. Fulton, Oklahoma; Carolyn Guss, Indiana; Ralph H. Hall, Ohio; James E. Harbin, Florida, Kenneth McIntyre, North Carolina; Pierce E. Patterson, California; Lewis Saks, Michigan; David Silverstone, Connecticut; Beatrice S. Simmons, Illinois; Irving S. Spigle, North Dakota; Nelle Still, Georgia; Pinkus Sugarman, New York; Ernest Tiemann, Texas; A. W. VanderMeer, Pennsylvania; Frederick A. White, Wisconsin; Elizabeth M. Wilson, Long Island.

DAVI BOARD OF DIRECTORS

Walter S. Bell, Elizabeth L. Bostwick, Warren Bower, W. D. Brumbaugh, Frances P. Carney, Amos Claybaugh, Lee W. Cochran, Samuel Cohen, Irene Cypher, John E. Dalton, Teofila de la Luz, Wanda Domino, S. A. Festa, John E. Fetz, James D. Finn, Harold H. Gauthe, Helen C. Griggs, Reginald Hackett, George Hall, Ralph H. Hall, Donad E. Hare, Horace C. Hartsell, James O. Jackson, Wanda Johnston, Ted Kelley, Virginia E. Kelly, Leone Lake, F. Edgar Lane, Russell McDougal, W. C. Meierhenry, Clyde K. Miller, E. Dudley Parsons, Virginia C. Patterson, Robert Paulson, William Rochelle, Donald Scott, Alva L. Shriner, Ernest Siegel, David M. Silvertone, Don Smith, Pauline Smith, Clarence E. Spencer, Verne Stockman, M. H. Strandberg, H. E. Thorne, Ernest Tiemann, Thomas Tripet, Byron Turner, A. W. VanderMeer, William P. Wells, Harold E. Wigren, Charles W. Worland.

Eastern's Star

AUDIO-VISUAL VENETIAN BLINDS

As more new schools are built . . . more Eastern's Star venetian blinds are built-in. The flick of a cord turns the brightest classroom into a dark projection room . . . to meet the most exacting requirements for audio-visual education. Stronger, wider "S"-shaped slats interlock when closed to turn day into night . . . open up for a clearer view, better-reading diffused light.

Also, every Eastern's Star slat has a protective coat of miraculous Du Pont "Ludox"* that never needs washing . . cuts maintenance to an occasional dusting.

Send coupon for full details, today!

Du Pont's registered trademark for its anti-soil compound.

Eastern Products Corporation

the makers of Eastern Drapery Hardware

. . . open wider, close tighter, never need washing!

Eastern Products Corp., 1601 Wicomico St., Baltimore 30, Md.

Please send full details on Eastern's Star Audio-Visual Venetian Blinds.

NAME _____

SCHOOL _____

ADDRESS _____

CITY _____ AV

Double Feature. The convention documentary announced last month has been combined with the Florida promotion film you saw last winter at Cincinnati to make a complete package for your state and county meetings. Write Jim Harbin, Director of Instructional Materials, Leon County Schools, Tallahassee, Fla. Free loan, 16mm.

Registration Note. Otis McBride, registration chairman, has announced a pre-registration plan for the Miami Convention (Deauville Hotel, April 24-28). Registration forms and hotel reservation cards will be sent out soon from the national office. Another innovation is an optional modified American Hotel Plan which includes breakfast from 7 a.m. until noon and dinner from 5 to 9 p.m. for $3 per person. More on this in the November AVI.

Learning Through Pictures. This publication is again underway in the national office. The editors are interested in good photos showing the use of non-projected pictures in the classroom. (Examples can be of good or bad teaching.) If you want to contribute, send photos to Robert Snider, DAVI.

See Your Congressman Now while he is in home territory and personally point out to him the concrete evidences of NDEA benefit in your state and city. When extension of NDEA comes up for vote nothing is going to motivate your representative in the House and Senate so much as the knowledge of how much this law has benefited his own district and state. (Remember, too, that good picture features in the local newspaper will get these "concrete evidences" into the permanent record, also useful when NDEA comes up for renewal.)

There's Still Time before the elections to study the educational platforms of both parties. Write the NEA Legislation Division for its free pamphlet, Policies on Education and the 1960 Election.

Machine-less Teaching Machines may be the newest educational development. Just returned from a meeting of top-level researchers in this area at Collegiate College in New York City, Dr. Hyer reports that in many instances research shows no significant difference whether programs are used with or without machines.

Next Month AVI publishes five prize winners from the Viewlex Essay Contest which ended last May. Slated for publication are the first-prize essay, one of the two third-prize winners, and three honorable-mention winners. Also a sequel to the September 1959 special issue on teaching modern foreign languages written by Frances Creore, Seattle.

Mark This Roster Well. Here are the key persons for the 1960-61 membership campaign as announced by National Chairman Carlton Erickson: EDITH LIND, Seattle, chairman Area 1 (Washington, Oregon, Idaho, Montana, and Wyoming) . . . RONALD HUNT, San Diego, chairman Area 2 (California, Nevada, Utah, Arizona, Colorado, and New Mexico). . . ROBERT STEPP, University of Nebraska, chairman Area 3 (North and South Dakota, Nebraska, Minnesota, and Iowa). . . ERNEST TIEMANN, University of Texas, chairman Area 4 (Texas, Oklahoma, Kansas, Missouri, Arkansas, and Louisiana). . . GEORGE HAMMERSMITH, Toledo, Ohio, chairman Area 5 (Wisconsin, Illinois, Indiana, Michigan, and Ohio). . . ROBERT DANILOWICZ, Rhode Island State Department of Education, chairman Area 6 (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island). . . EUGENE OXHANDLER, Syracuse University, chairman Area 7 (New York, New Jersey, Connecticut, Pennsylvania, Maryland, Delaware). . . OLLIE E. BISSMEYER, JR., University of Kentucky, chairman Area 8 (District of Columbia, Virginia, West Virginia, North Carolina, Kentucky, Tennessee). . . J. K. EAST, South Carolina State Department of Education, chairman Area 9 (Georgia, South Carolina, Alabama, Mississippi, Florida). . . MRS. JEAN KREIBS, University of Alaska, chairman for Alaska. . . RICHARD L. SANNER, University of Hawaii, chairman for Hawaii. . . ROBERTO ESTRELLA, University of Puerto Rico, chairman for Puerto Rico. . . CECIL WILKINSON, Scarsborough, Ontario, chairman for Canada. . . OTIS MCBRIDE, Florida State University, institutional membership chairman. . . LOUIS SHORES, Florida State University, chairman for library service memberships. . . FRANKLIN MATHEWSON, White Plains, New York, business membership chairman. . . CLYDE MILLER, Ohio State Department of Education, membership contact for ACSSAVO. . . LEE COCHRAN, Iowa State University, membership contact for the National University Extension Association.

in this issue

LAST MAY AT NEA HEADQUARTERS some 25 educators experienced in AV or TV (and some trained in both) sat down to talk about the role of the audiovisual specialist in television.

AT-TV was what the Seminar was about, but as the discussions progressed (there were no papers at this seminar) AV and TV continued to get lost in a broader consideration of instructional resources. As A. J. Foy Cross said: "This is a matter of structuring instructional resources. That's what we're talking about here." This was an interesting turn of events—the meaning of which Miss Hyer comments upon in her editorial on page 268.

Armand Hunter, though he sits regularly on audiovisual councils, still likes to refer to himself as a "broadcaster." It is, at any rate, from this point of view that he gives an account of what happened when TV first reared its disturbing head on the educational scene. A little of what was "felt" and "feared" at the AV end is reported in the Summary by Lee Campion, special editor of this issue. Mr. Campion has applied his orderly mind to reporting the seminar discussions in terms of what the planners were looking for—you might say, restoring it to its original track.

Two issues of interest to the Seminar (not on the original agenda) are treated in reviews on pages 247-49. Ray Wyman's comments on the Airborne manual exemplifies to some extent one point of view found at the Seminar vis-a-vis Ford Foundation activities; Hugo Beck's review of *Design for ETV* expresses an opposing view also aired in the discussions.

The thinking at the Seminar and the resulting charts * which show visually how instructional programs have developed at different levels (college, public school, and state department) will, we hope, make this issue a reliable indicator of where we are now, not only in educational television, but in the broader field of instructional resources. To make the issue even more useful as a reference, Harold Wigren tallies up the national score on television, pages 244-46.—A.F.

---

* These charts were submitted following the Seminar at Lee Campion's request. We call your attention also to the "ideal" chart on page 241, the work of four interested parties at the Okoboji Conference (Lee Campion, Dudley Parsons, Abe VanderMeer and Bill Fulton). The first named were Seminar participants.

SPECIAL EDITOR FOR THIS ISSUE: Lee E. Campion

Photos, page 234-41, by Carl Purcell, NEA.

That's Jack Tanzman on the cover, very appropriately personifying the AV-TV merger. Photo by Purcell.

AV TV a broadcaster's foreword

I SUSPECT that before TV the function of the audiovisual specialist was fairly well defined. If a broadcasting specialist may be permitted a few general and personal observations, I would say that pre-TV, the AV specialist was one with a background primarily in education and teaching, and with extensive professional training. He was concerned with distribution, utilization, and evaluation of instructional materials and devices used in our schools, colleges, and universities. In short, he was *not* responsible for any aspect of education outside the framework of formal education.

This was the case yesterday; it is no longer true today. The development of television as an educational medium has brought about a significant change in the function of the AV specialist. For one thing, he is faced with competition in the job from his old "friendly enemy," the broadcasting specialist.

You see, yesterday the role of the broadcasting specialist was also well defined. The broadcaster was not as likely to have a heavy background in professional education or public school teaching; he was more directly and actively concerned with the processes of education and communication outside the classroom. True, there were some stations, many programs, and a number of broadcasters who served the educational needs of the school system; but they were a minor part of the total broadcasting operation.

When the Federal Communications Commission established the well known "freeze" in its order of September 1948, education had its first opportunity to move into the new medium of television. In the hearings conducted during this period, educational administrators, educational agencies and organizations, professional groups, and interested laymen spoke vigorously and effectively on behalf of the reservation of television channels.

The NEA was one of the associations very active in this period and I know that many individual AV specialists participated in presenting the case for educational television. However it was the radio broadcasters, and agencies and organizations most closely associated with them, who took the lead in this campaign. Conse-

quently when the Commission responded favorably by reserving 242 channels for exclusive educational use, it was only natural that the radio broadcasters would move into the licensing, organization, and operation of the television stations.

Since a great deal of support to the initial operation of stations came from the Fund for Adult Education, it is not surprising that ETV stations established a major program service designed for an out-of-school audience —the general public. In those days most of the programs were scheduled for late afternoon and evening in order to meet general educational, vocational, and professional needs.

This was the period when the AV and broadcasting specialists were, in one sense, "poles apart," but like opposite charges, irresistibly drawn to one another. Arguments arose. Many seminars and conferences discussed the relative merits of film and television. This was the period when libraries were fighting television under the impression that TV would destroy reading habits, the period when educational film producers and AV directors were convinced that television was simply an inferior form of film, which, if permitted to go unchecked, would threaten the very existence of the film library. Teachers complained that television could not be fitted into the schedule or used to maximum effectiveness because it could be watched only when broadcast.

Finally, when research findings indicated that TV was at least not inferior to some of the accepted instructional methods and in some cases as good or even better, the new medium was accepted. The libraries found that television could be used to encourage reading; film people found that it would not replace the need for their services any more than it replaced the need for the classroom teacher (an argument that still persists). More important, the early plans of school administrators and teachers came to be realized more and more through the development of programs designed exclusively for in-school use. Stimulated by support from the Fund for the Advancement of Education, the emphasis began to shift from adult education to classroom use.

This shift, more than anything else, has brought the AV and broadcasting specialists together. Where the broadcaster once looked to the AV specialist only for information and service relating to films, graphics, slides, and technical devices and the AV director looked to the broadcaster only for a wider distribution system for his materials and services, both are now looking to one another for the solution of common educational problems—problems of content, program design, curriculum adaptation, communication effectiveness, learning impact, and, meeting school and community needs. The broadcaster can no longer concern himself only with production and distribution, the AV director only with utilization and technical devices.

Tomorrow, then, must see the coming together of these two professional fields. This is a new challenge and a tremendous responsibility.

Some of the proficiencies which may be required of this "expert of the future," whether he comes from education, from broadcasting, or from the audiovisual field are: knowledge of research methods and research findings in the field of communication media, familiarity with all instructional resources and their application, and a knowledge of the principles of human behavior.

Both broadcast and closed-circuit TV can, I think, draw from the audiovisual fields in these areas:

- Knowledge of film research—in terms of educational value and learning potential. (TV people are not skilled in selecting films.)
- Knowledge of how radio, film, and TV can be combined.
- Awareness of developments in the education field.
- Familiarity with educational concepts suitable for underdeveloped areas.

Altogether this is a large order and probably an unrealistic one. But it seems to me that we must make some progress in achieving this goal or at least move in this direction; otherwise the AV director and educational broadcaster will be left with the role of technician and service man while others direct the forces of educational media toward the solution of our increasing educational problems.

After two days of exploring the Seminar theme, participants were reluctant to let it drop. "We need a second seminar," they said. Here Lee Campion discusses with conferees the disposition of seminar findings. At right is Harry Skornia, broadcaster and scholar, who left the NAEB presidency this fall to return to his first love—teaching (at the University of Illinois). At far left is Raymond L. Smith, AV man turned TV director, and on Campion's right, Halas L. Jackim, who gave conferees a detailed "job description" for the ETV director.

AVTV Seminar

PARTICIPANTS

PAUL A. ANDERECK, Director of Television Activities, St. Louis County (Missouri) Cooperating Schools

HUGO E. BECK, Superintendent, School District of Bayless, St. Louis, Missouri (now at the University of Chicago)

CLARENCE O. BERGESON, Director, Audiovisual Service, School of Education, University of Maine (now at Pennsylvania State University)

A. J. FOY CROSS, Professor of Education, New York University, New York City

AMO DE BERNARDIS, Assistant Superintendent, Portland (Oregon) Public Schools

JOHN E. DOME, Director, Audiovisual Service, Miami University, Oxford, Ohio

ROBERT C. GERLETTI, Director, Division of Audiovisual Education, County of Los Angeles, California

L. P. GREENHILL, Associate Director, Division of Academic Research and Services, Pennsylvania State University, University Park

ROBERT O. HALL, Program Associate, National Educational Television and Radio Center, New York City (now at Alameda County State College, California)

JIM HARDIE, Supervisor of Instructional Resources, Galveston (Texas) Independent School District

ARMAND L. HUNTER, Director of Broadcasting, Michigan State University, East Lansing

HALAS L. JACKIM, Director of Educational Television, Corning City (New York) School District

PHILIP LEWIS, Director, Bureau of Instructional Materials, Chicago Board of Education, Illinois

RICHARD B. LEWIS, Head, Division of Audiovisual Services, San Jose State College, California

BARRY MORRIS, Consultant, Audiovisual Education, Florida State Department of Education, Tallahassee

E. DUDLEY PARSONS, Consultant in Visual Education, Minneapolis (Minnesota) Public Schools

PAUL C. REED, Director, Department of Instructional Materials, Board of Education, Rochester, New York

JOHN T. SEWELL, Director, Audiovisual Education, Cedar Rapids (Iowa) Public Schools

THADDEUS J. SHEFT, Co-director, Audiovisual Center, Montclair State College, New Jersey

HARRY J. SKORNIA, President, National Association of Educational Broadcasters, Urbana, Illinois (now at the University of Illinois)

RAYMOND L. SMITH, Director of School Broadcasting, KQED—Channel 9, Bay Area Educational Television Association, San Francisco, California

SHERWIN G. SWARTOUT, Director, Audiovisual Services, State University of New York, College of Education, Brockport

JACK TANZMAN, Director, Audiovisual Communications, Plainview-Old Bethpage Public Schools, Plainview, New York

LOUISE S. WALKER, Supervisor of Audiovisual Education, Board of Education of Montgomery County, Rockville, Maryland

RAYMOND WYMAN, Professor of Education, University of Massachusetts, Amherst

Coordinator: LEE E. CAMPION, Educational Television Consultant, Division of Audiovisual Instructional Service, National Education Association

In an attempt to assess the impact of television on the audiovisual field (and vice versa) the Seminar sponsors last May phrased their theme: "What is the role of the audiovisual specialist in television?" By directing the theme to the activities of AV specialists they hoped to achieve a tangible index of the status quo, and at the same time throw light on a contingent problem—the relations between AV and TV specialists, which have sometimes been described as "strained." [It is possible that, as the two fields jockeyed for position in seeking control of this new medium, the conflicts were more verbal—as expressed in seminars and meetings—than they were prevalent in working situations.]

The seminar also recognized that some steps had been taken in recent years to bring AV and TV educators together—the joint Committee of NAEB and DAVI is one example; the formation of the Educational Media Council, another. Nonetheless, defining the factors that hinder smooth working relations between AV and TV specialists (as well as other problems that exist in the AV-TV area) was specified as an important second objective of the seminar.

In accomplishing the first two objectives, the sponsors hoped the Seminar would explore a third question:

Summary

LEE E. CAMPION

NO EDUCATIONAL MEDIA has been so seminar-ed, conferred over, experimented with, and researched into, as has television. Still the questions aren't answered (as Harold Wigren's survey on page 244 and Hugo Beck's review on page 247 will tell you). Among inquirers into ETV has been the National Education Association, which, through the agency of its Division of Audiovisual Instructional Services, has sponsored several television seminars. Readers will recall some of the publications that came out of them—*Interaction in Learning: Implications for Television* and *Opportunities for Learning: Guidelines for Television.*

DAVI, at the other end of the NEA axis, has evidenced its interest through numerous Convention sessions, an active Television Committee, and journal coverage. In editorials and other commentary, organization spokesmen have often expressed an uneasiness about the audiovisual role in television. That DAVI had somehow failed when the time was ripe to make a bid for the leadership role in this kindred area has been admitted openly and often. At the same time many audiovisual directors throughout the country have been actively involved in getting television programs into schools. Thus if DAVI failed as an organization in this respect, many of its members succeeded as individuals. At any rate it is certain that in the past 10 years television has made changes in the activities of the audiovisual director.

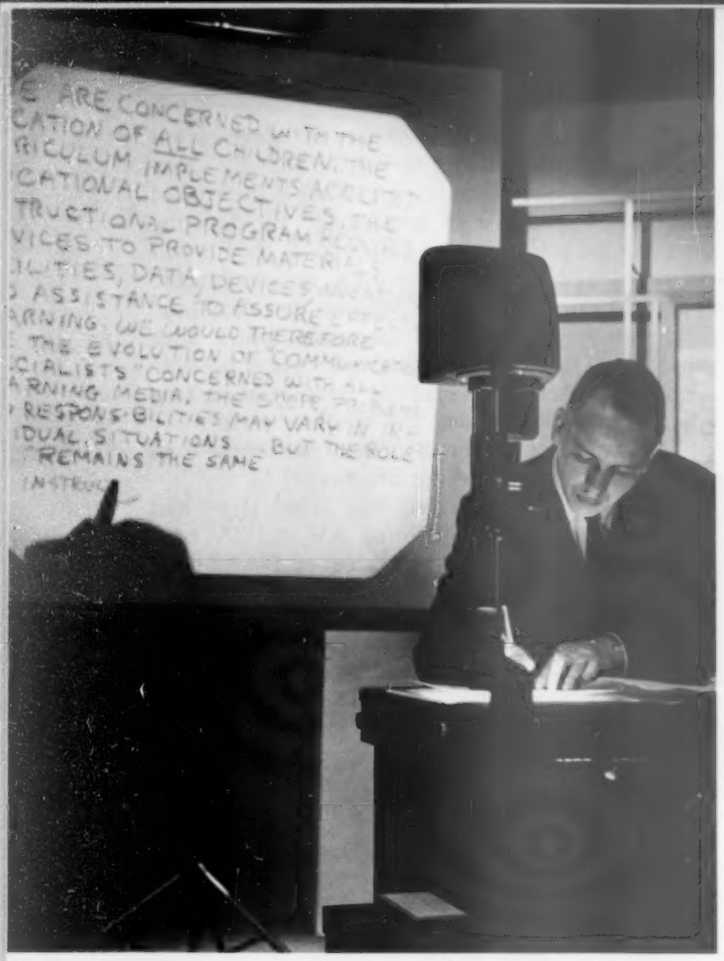
AV's future in television. They subsequently organized the three main sessions around these areas, designating them as "examining the status quo," "defining the problems," and "building towards an ideal."

Some of the questions posed were the old ones, now necessarily re-examined in the light of Seminar objectives: Is TV simply another audiovisual tool? Are AV specialists prepared to lead in educational television? How do TV and AV fit into the over-all framework of communication media?

To seek out problems and possible solutions the Seminar brought together some 25 educators experienced in television through various educational roles. The list of participants indicates the numerous job responsibilities represented—television directors, audiovisual directors, professors of education, school administrators, AV consultants, and a research specialist.

It was clear almost from the beginning that the participants had no vested interests. Regardless of how they had come on the educational scene they now sought broad roles—roles taking into account the significance of all instructional resources. "Coordination of effort" was soon established as the watchword. So broad in fact was the scope of the thinking reflected in the discussions that one participant had to be reminded of the Seminar theme when he asked, "Why are we talking about TV especially?"

(See the next page)


E ARE CONCERNED WITH THE
CATION OF ALL CHILDREN, THE
RICULUM, IMPLEMENTS ACQUIRED
CATIONAL OBJECTIVES, THE
TRUCTIONAL PROGRAM
VICES TO PROVIDE MATERIALS
ILITIES, DATA, DEVICES AND
ASSISTANCE TO ASSURE EFFECTIVE
ARNING. WE WOULD THEREFORE
THE EVOLUTION OF COMMUNICATIONS
CIALISTS CONCERNED WITH ALL
ARNING MEDIA, THE SPECIFIC PROBLEMS
RESPONSIBILITIES MAY VARY IN INDIVIDUAL SITUATIONS BUT THE ROLE
REMAINS THE SAME

Paul Andereck at the overhead while the public school educators sweat out a statement that will express the consensus of their group. Andereck, along with Jim Hardie, John Sewell, Halas Jackim, Ray Smith, Hugo Beck, Thaddeus Sheft, and Jack Tanzman were new faces at this seminar—an injection into the bloodstream that seemed to add new vigor and direction.

A Look at the Status Quo

EARLY IN THE SEMINAR DISCUSSIONS a scale was developed indicating the extent to which AV specialists are involved in educational television. It ranged from an antagonistic role which represents a negative influence on TV, to the top of the scale where the AV specialist is wholly responsible for all phases of the TV program. Between these two extremes you can somewhere find an AV specialist responsible for one or all aspects of the TV program. Here are some of the roles as defined by the Seminar:

Consultant: When exercised to its fullest potential, the consultant's role has two sides: (1) the AV specialist acts as consultant to the TV staff (or to the TV station) on instructional problems; (2) he is a consultant to his superintendent and teachers on television questions.

In the first instance he is called upon only when his advice is needed—whether it concerns follow-up material appearing in the catalog, locating talent for a TV series, selecting film footage to be used on a program, or using AV tools or materials. The frequency of his service can vary: he may seldom give assistance or he may be a constant and vital source of information and material. When school administrators and teachers need information concerning television, the AV specialist is often expected to be the source. His role in this capacity depends upon his willingness to serve, his competency in the field and his attitude in accepting TV as one of his responsibilities.

Although the broadcaster has over-all responsibility for the administration of an open-circuit TV station, closed circuit television has made TV equipment and systems the responsibility of many AV directors. The administrator not only looks to him for consultation but often places the AV director in charge of purchasing, installing, and supervising the closed-circuit system. In this capacity the AV man is expected to be a specialist in the TV field. Quite often TV becomes his major responsibility and his purely audiovisual duties are relegated to a lesser role. By no means does closed-circuit television always become the responsibility of AV personnel. Television personnel are often hired to assume TV responsibilities separate from the operation of the audiovisual department. This is obviously true where AV departments have not been strong or have not asserted a leadership role in TV.

Curriculum: Audiovisual personnel play an increasing role in implementing and shaping the curriculum. Involvement of the audiovisual specialist in curriculum is stressed constantly. Television planning must concern itself with the curriculum if it is to have a vital part in classroom activities. AV directors therefore sometimes find themselves on curriculum committees deciding the subject areas to be telecast. The Seminar brought out two points of view in regard to this aspect of AV: One statement said, "Yes, we can participate in curriculum councils, but our role is mainly one of service." A statement reacting to this point was: "In TV we do affect curriculum; for example in teaching foreign languages at the elementary level. Programming for direct teaching by television definitely affects curriculum planning. In some roles we are a service to curriculum; in others we shape curriculum as is the case in total teaching programming."

Regardless of the degree of his participation, the audiovisual specialist must know the curriculum and how to implement it effectively through TV. In practice, the AV responsibility in this role ranges from a consultant's role to an administrative position in which his decision is ultimate.

Production: In communities where there are no educational television stations, the school system often purchases time from a commercial station and the administrator requests his audiovisual department to assume responsibility. The role of creating, developing, and producing a program becomes the audiovisual director's task. As a TV producer he needs to draw on talents not originally conceived of as part of his repertoire. If he has been involved in the production of other materials the transition to TV production is less difficult to make. If not, he must rapidly acquire a new set of concepts, techniques, and skills. Production of educational programs for TV once again relates the audiovisual director to the curriculum.

Public relations is another area involving production for which many audiovisual departments assume responsibility. In this role the AV director cooperates with administrators in interpreting education to the layman.

Utilization: Once the programs are planned, produced, and telecast, the task becomes one of assuring effective utilization. The audiovisual system, set up for effective use of audiovisual materials, in many instances becomes the channel for scheduling and distributing TV in the schools. The television set is another AV tool. Like a projector, someone needs to purchase it, schedule it, and keep it in repair. Teachers need to be informed of available programs; study guides must be distributed. All of the routine tasks which assure smoothly operating programs are as necessary for TV utilization as for film utilization. As this fact is recognized, the audiovisual director, building coordinator, and director of the on-campus audiovisual program assume increased responsibilities for TV utilization.

Teacher Education: Bringing the TV program into the classroom is only part of effective utilization. The way the program is used will determine its full impact on the learning situation. Therefore, the audiovisual specialist becomes concerned with teacher education. Audiovisual courses in universities, colleges, and workshops now offer units of study in the television field. Special courses in TV offered by our higher education institutions frequently fall to audiovisual personnel. School districts call on audiovisual staffs to conduct their workshops and after-school faculty meetings. Understanding and teaching television to other educators and laymen is a frequent role for the AV specialist.

In Sum

The AV specialist runs the gamut from a position of negative involvement to one of complete responsibility. Here are several statements made at the Seminar which sum up the audiovisual function:

"The audiovisual role is determined by how the AV specialist sees his role, and by how his superintendent sees his role."

"The degree to which the AV person has competencies in the TV field determines his role."

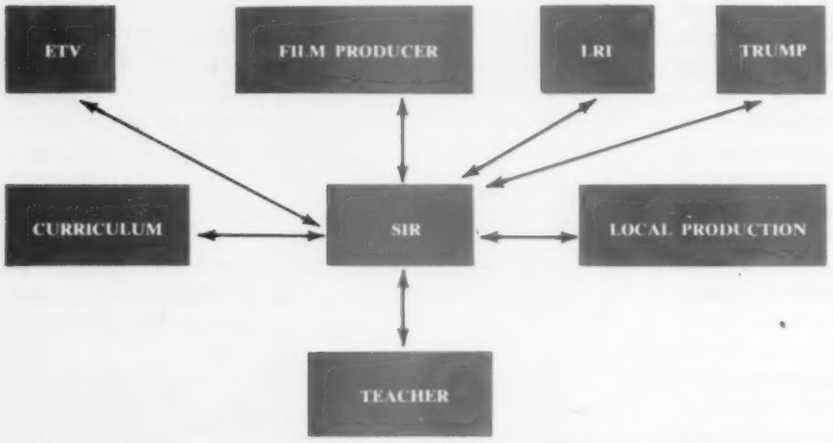
"AV people should know and understand all media."

"They should know what is needed and take the initiative in offering their services."

Surely the audiovisual director's participation will differ from college to college, and school to school. It is determined by the numerous factors within and beyond the control of the AV specialist. Despite this complex-

Attentive, but not convinced are Bob Gerletti and Bob Hall as they hear out fellow Californian Ray Smith who believes there is still much negative thinking among AV personnel. Some AV directors don't want TV, he says, because "it's not something you can put in a can and label." Gerletti (left) points out that the way a TV program is born often affects the AV man's chance for participation. Bob Hall takes the long view: The AV role, he says, should depend less on day-to-day necessities, more on "who we want to be associated with 10 years from now—educators or broadcasters."

THE GO-BETWEEN FUNCTION OF THE SUPERVISOR OF INSTRUCTIONAL RESOURCES



LRI = Learning Resources Institute

TRUMP = Trump Plan

When he introduced the chart on the left, Ray Wyman did two things: (1) he focussed attention on the "third person"—the supervisor of instructional resources—the SIR who became the subject of much speculation; (2) he started the seminar visualizing programs for instructional resources (both ideal and real)—a wave which carried over to the NAVA meeting and to Okoboji, and which resulted in the charts on the next page. Wyman's original concept of the SIR (as shown at left) is as a go-between for the teacher and all other instructional resources.

ity, initiative and leadership are often the decisive factors in determining where TV and AV shall meet.

Defining the Problems

THE SEMINAR DISCUSSED at some length the so-called rift between audiovisual and television personnel which seems to prevail on the educational scene in varying degrees. One participant claimed never to have seen evidence of it, and no one, in fact, owned up to its existence in his particular bailiwick.

Armand Hunter sums up the broadcaster's viewpoint on page 232. As he points out, audiovisual directors were not at first seen in roles of planners for TV, nor were they expected to determine content or to evaluate. On the other hand, the audiovisual director resisted the invasion of what he considered another audiovisual technique not under his jurisdiction but at the same time challenging the need for his existing traditional tools. He objected to TV doing what he felt could be done better by film. He was appalled at the quality of kinescopes in contrast to his vastly improved films. He questioned the soundness of a media that operated on concepts completely opposite to his philosophy.

After years of emphasizing that materials can best be used when selected and controlled by the teacher he did not quickly adjust to a medium which dictated time of use and jeopardized the teacher's opportunity to preview. TV sets appeared rapidly in schools where the 16mm projector and other projectors were badly needed. Early TV programs left much to be desired and the cost was relatively high. TV had, to a large extent, become a competitor for the teacher's time and the educational dollar.

Eventually, however, the need for organizing television within a school district or single school building found AV coordinators doing the routine tasks of informing teachers about program selection and distributing study guides; scheduling, maintaining, and purchasing TV sets; arguing for TV facilities in new school buildings; and training teachers in utilization. Colleges, universities, and school administrators were soon looking to audiovisual personnel to head their closed-circuit experimentations and installations. Thus, audiovisual specialists began to initiate leadership in the television field.

The history of the growth of television has pointed out other problems of concern to the audiovisual field. Are AV specialists adequately trained to assume leadership in educational television? Does television require an entirely different set of skills and talents? Are there areas in which AV can be of assistance while in others, not? How far do AV people wish to involve themselves in television? To what extent will the administrator recognize the AV role in TV? What factors will determine who is to operate the TV program?

The Seminar was never able to reach a conclusion as to the "uniqueness" of television, despite the fact that the resolution of many other problems (such as, are audiovisual specialists adequately trained to assume leadership in TV?) seem to rest on the answer to this question. The public school group, meeting in separate session toward the end of the Seminar was able to state only that "television, as an instructional medium, is of vital concern to the 'communications specialist.'" The college and university group put television on a par with audiovisual materials, teaching machines, and textbooks, neither denying nor affirming its "uniqueness."

A problem which occupied the Seminarists at some length was the possibility of control exercised by forces outside of education—mainly the Ford Foundation as it manifests itself in far-flung educational experimenta-

Dudley Parsons shows a rapid device for making titles during the "Show and Tell" session. Unrelated to the seminar theme, this evening session was an extra dividend of practical ideas for TV production.

"Teaching is a programming problem," Dick Lewis is saying. "The teacher needs to be in at the planning level and she must be free to use or not to use the media at her disposal. This is the kicker in Airborne TV." Armand Hunter, shown here in a passive role, thinks the "kicker" is that Airborne (and similar educational innovations) are apt to catch most educators unprepared.

tion and publication programs. This aspect of the discussions was in fact triggered by the new publication *Design for ETV* put out by Educational Facilities Laboratories. (See a review by Hugo Beck, a Seminar participant, on page 247). When the Midwest Airborne experiment came into the conversation, the participants as never before shed their identities as AV and TV men to become simply educators facing a new interloper. As one of the session summarizers put it: "We talked about 'us' and 'they' until someone mentioned 'airborne' and then we became as one."

One of the broadcasters present expressed regret that the work done by the Educational Facilities Laboratories had been anticipated by neither NAEB or DAVI; the discussants were compelled to recognize this as an example of failure in leadership on the part of these two organizations.

Although all stood firm against control, some of the participants recommended a positive approach to the airborne experiment. Our attitude, they said, should be: How can we best adapt airborne to our situation? Nothing can be gained from a constant "anti" attitude. Better to cooperate, use the resources offered, and try to get in on the planning. After all, the airborne experiment is also being run by educators.

An opposing viewpoint held that the audiovisual profession should first make sure they know what they are supporting. Our audiovisual programs require teachers —better teachers than we've had before. In airborne television we may be supporting a "teacherless" structure. This viewpoint also expressed justification for criticism of *Design for ETV* on the grounds that its message, as it reaches school boards and school administrators, will likely influence the planning of school buildings. In other words, we should not let television push into school construction until we've weighed the soundness of what is proposed. (Here would be a chance, it was agreed, for the adequately informed AV specialist to serve as consultant to his superintendent and board.)

An interesting analogy was offered by one of the participants who saw a resemblance between "some of these educational schemes" and war weapons. As weapons become more devastating, he said, the purposes of war become less clear. So with educational weapons: the more tremendous they become, the more obscure their purposes. The conclusion was that educators must get back to purposes.

Several trends were cited and discussed only fleetingly, although it was agreed that their development may make a difference in the AV-TV role. One was the rapid development of electronics which will make it possible to take the products of the mass media and adapt them to individualized use under the control of the teacher; a second, was the realization that teaching is becoming a programming proposition; and third, the recognition that, in its original sense, local control is probably an anachronism which needs redefinition.

Early in the Seminar discussions, one of the participants suggested that, with all of the various forces impinging on education today, with the wide choice of media and the technicians and specialists involved in their proper use, perhaps the basic problem of the field is to "create" a person to keep things in focus. This "focusser" was probably the first mention in the Seminar of the "third man," who was neither the AV director nor the TV specialist but who unmistakably dominated Seminar thinking.

He was introduced under various guises—by one discussant as the supervisor of instructional resources (SIR), by another as the "visualizer." Remaining con-

Three "old DAVI hands" exchange greetings during coffee break. At left is Dudley Parsons who thinks the "degree to which the AV person has competencies determines his role." Amo De Bernardis, right, believes the role of the AV specialist is that of coordinator. Foy Cross (center), agrees, but is less worried about "role" than relationships. "This is a matter of coordinating resources and services for instructional purposes—not a matter of titles," he said.

stant, however, was his status—always one notch above the audiovisual director and TV specialist who were now on the same level working as a team on common educational problems.

Building Toward the Ideal

WHO IS THIS SUPERVISOR of instructional resources—this SIR? Where does he come from? The point of leadership again asserted itself. The administrators stated that they are not interested in jurisdictional disputes. They are looking for the person who is best equipped to get the job done. Therefore it can be concluded that the SIR may come from any of the media areas. He will probably be one capable and skilled in several, and well informed in all. He will be more interested in the "big picture," the instructional process, than in any particular approach. He will see all media in their true perspective. The pooling of all instructional resources will be his desired goal.

On the last morning the Seminar divided itself into two groups—the conferees representing colleges and universities in one group and those from public school systems in another. The work of the morning was to outline an ideal organization for an instructional resources program with the audiovisual director neatly pinpointed. This proved to be a task beyond achievement at this seminar. At the end of two hours the college and university group submitted their "ideal structure" in the form of a chart, stipulating that it was for the benefit of participants only—not to be published. The public school educators produced a statement of purpose—and since it is possible to make a verbal statement less rigid than a visual one—were willing to make it public. The public school group said:

WE ARE CONCERNED with the education of all learners. The curriculum implements accepted educational objectives. The instructional program requires services to provide materials, facilities, data, devices, inventions and assistance to assure effective learning. We would, therefore, see the evolution of "communications specialists" concerned with all learning media. The scope, problems, and responsibilities may vary in individual situations, but the role remains the same.

The role of the communications specialist should be a most flexible one—one that can take into consideration the yet uninvented inventions of the years to come. Education needs creative and imaginative workers thoroughly grounded in the objectives and responsibilities of education, who will strive constantly to improve instructional methods and to make learning more effective and efficient through the practical application of newer means and materials.

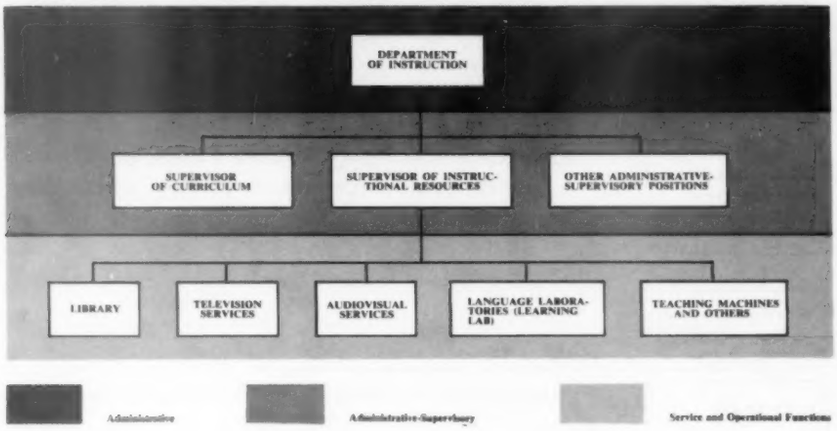
Television, as an instructional medium, is of vital concern to the "communications specialist."

Both groups showed a wariness of assigning titles or in any other way indicating rigid job assignments. They agreed that size of school, staff, and other considerations will determine titles and the location of authority. One of the participants pretty well voiced the sentiments of the group when he said: "I hope that the 'ideal' structure which may finally emerge is not too classical, stereotyped, or rigid. In the final analysis relationships among people depend upon people. A 'structure' which seems ideal may not work at all in a given situation because the people are not ideal. I believe, instead, in adaptability to change so that the creativity and enthusiasm of people may be exploited, not restricted by a 'structure.' "

However, leadership must be given to the program; the role of the SIR must be performed. Whether it is performed by the superintendent, assistant superintendent, audiovisual specialist, or librarian, he must provide leadership for a coordinated effort of all media.

At this point the Seminar was reminded of its original theme: What is the role of the audiovisual specialist in television? The participants were unanimous that the AV role could not be considered in a vacuum. It is part of the total instructional scene. As they considered all media and the complex skills and understandings that go into each, they recognized a need for a large degree of specialization. However, knowing and being highly competent in many facets of each specialization are two different things. The television functions have fallen and will fall to those best able to perform them. If AV is to find a role in TV it will be based upon the contributions made to TV and by skills and competencies demonstrated in that field. Each AV specialist will need the ability to see the tasks that want performing. He will need to evaluate his ability to serve these functions. New facts, skills, and attitudes will have to be learned and developed. In some instances the AV specialist will lead the television movement in his area. In others the administrator will turn to him for guidance and directives. Without doubt the attitude of the administrator

SUBMITTED AS AN "IDEAL STRUCTURE" FOR A PUBLIC SCHOOL SYSTEM



This "ideal structure," applicable at public school level, was worked out during the Okoboji Conference by Dudley Parsons, A. W. VanderMeer, William Fulton, and Lee Campion. It should be noted that functions represented in the bottom tier are not separate departments. They are services, any combination of which might be involved in a supervisory position, e.g., director of AV-TV, director of AV-library, etc. The chart indicates a proliferation of instructional resources which calls for a new supervisory position at the second level (the SIR) carrying responsibility for coordination with curriculum supervisors, principals, and other administrative personnel.

will do much to determine the AV specialist's role in television, but in some cases the way a program is born will determine who plays the leading role. The AV specialist must not only understand his role in TV in this perspective, but also in relationship to all instructional media.

One thing is certain, the role of the SIR is increasing. This increase along with suggestions for title changes for DAVI are indicative of the AV specialist's willingness to assume new responsibilities, to learn new competencies, and to assert leadership in the rapidly expanding field of instructional media. Perhaps only the latter—the desire, the competency, and leadership—will determine the role of the AV specialist in television.

Recapitulation

THE OUTLINE WHICH FOLLOWS sums up the major assumptions and conclusions made at the seminar. Part I emphasizes the fact that technology and all of the instructional resources are a vital force in education today. They call for understanding and proficiency to harness and utilize their potential for facing the sociological and economic problems confronting education. Leadership must be given to the instructional resources program to operate it efficiently.

Part II lists the many resource services and materials indicating the numerous talents and skills that will be called upon. The coordination of these resources cannot be left to chance. Part IV therefore states that within each local institution, college, or public school a structure must be developed for the smooth coordination of all the resources available for learning. Part III enumerates the problems and tasks which must be performed. It is obvious that these concerns overlap among the resource agencies. The point strongly stressed at this Seminar was that these concerns must be met in a coordinated manner that gives direction to the total program. Only in this way will the instructor and student be able to benefit from the full potential of all the instructional resources.

I. Basic assumptions
   1. The prime goal is effective learning.
   2. Education must avail itself of all instructional resources if it is to keep pace in the world of science and technology.
   3. Leadership must be provided on all levels of the instructional resources program.
   4. Coordinated leadership must work with other administrative and supervisory personnel towards the overall instructional program.

II. Instructional Resources
   1. Audiovisual materials and equipment
   2. Broadcast facilities (radio and television)
   3. Closed-circuit television
   4. Language and other learning laboratories
   5. Library services and materials
   6. Production services
   7. Teaching machines and programmed learning
   8. Text materials and books
   9. Others

III. Concerns of the Instructional Resources Program
   1. Classroom instruction
   2. Selection, utilization, and evaluation
   3. Distribution, storage, and retrieval
   4. Graphics and photography
   5. Technical services (maintenance, installations, specifications)
   6. Public relations
   7. School building design
   8. Others

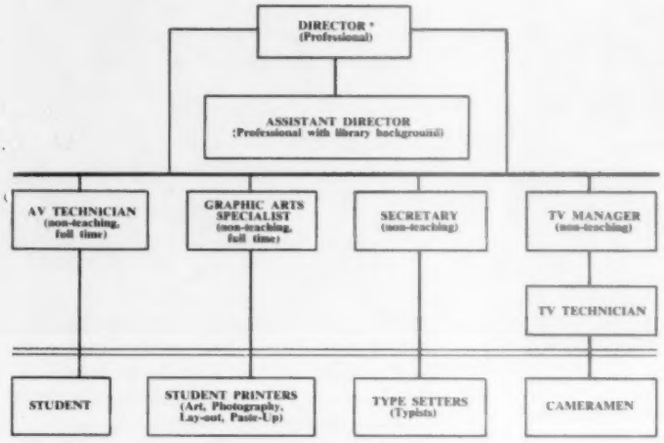
IV. The structure or framework for an instructional materials program is dependent upon local needs, circumstances, and leadership.

[See the next pages for charts indicating organizational structure in several public school systems, a college, and a state set-up.]

Are You Represented Here?

UPON returning home a number of participants, in light of the Seminar discussions, worked out diagrams depicting the organization of instructional resources in their local systems. Figure I was submitted by Jack Tanzman; Figure II by Jim Hardie; Figure III, Phil Lewis; Figure IV, Paul Andereck; Figure V, Dick Lewis; and Figure VI by Francis E. Almstead (at the request of Sherwin Swartout).

FIGURE I—PLAINVIEW-OLD BETHPAGE PUBLIC SCHOOLS (SMALL CITY SYSTEM)

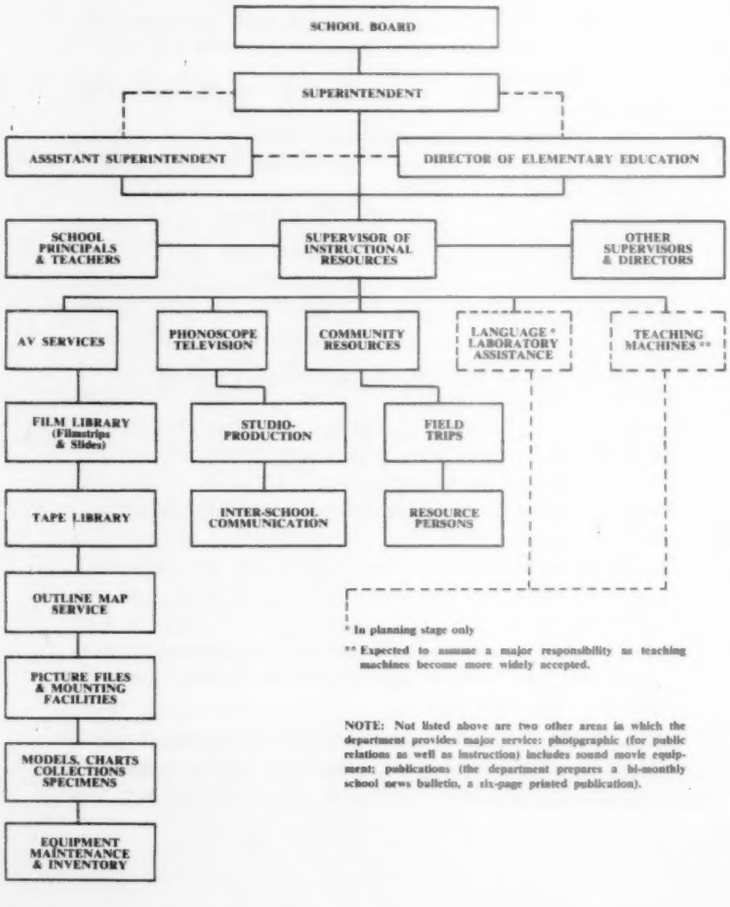


NOTE: Student assistants work three hours daily in an on-the-job, paid training program. Of a total of 15 student assistants, seven are scheduled in the mornings; eight, in the afternoons.

The above diagram is for a 13-school system, 10,000 enrollment. The director has full responsibility for instructional materials and for meeting with administrators and teachers to help them carry out their educational programs by: (a) purchase and distribution of instructional materials; (b) local production of teaching materials, especially printed matter; and (c) educational television used as a communication tool. The assistant director who has a library backround carries out the distribution and selection of instructional materials.

* In this instance the director is an AV specialist who assumed leadership for closed-circuit TV.

FIGURE II—GALVESTON PUBLIC SCHOOLS (MIDDLE-SIZED CITY SYSTEM)



* In planning stage only

** Expected to assume a major responsibility as teaching machines become more widely accepted.

NOTE: Not listed above are two other areas in which the department provides major service: photpgraphic (for public relations as well as instruction) includes sound movie equipment; publications (the department prepares a bi-monthly school news bulletin, a six-page printed publication).

FIGURE III—CHICAGO PUBLIC SCHOOLS (LARGE CITY SYSTEM)

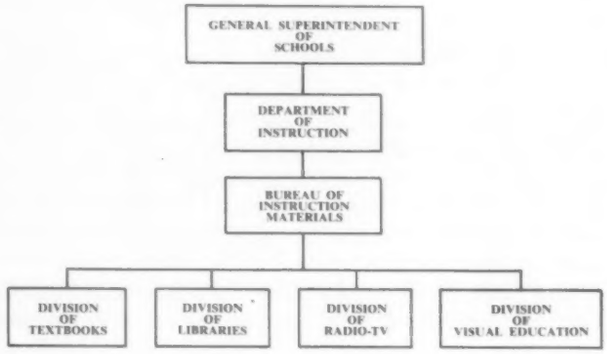


FIGURE IV—COOPERATING SCHOOLS OF ST. LOUIS CO

(Shows a large county system's relationship with commun station)

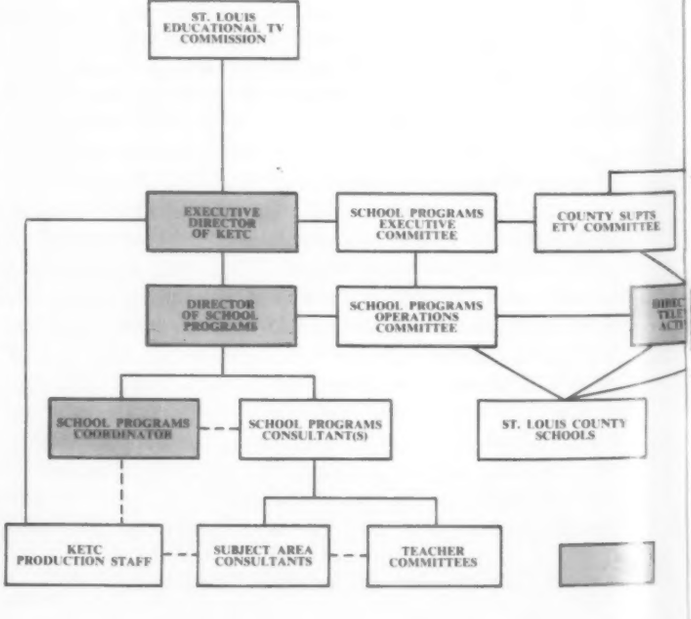
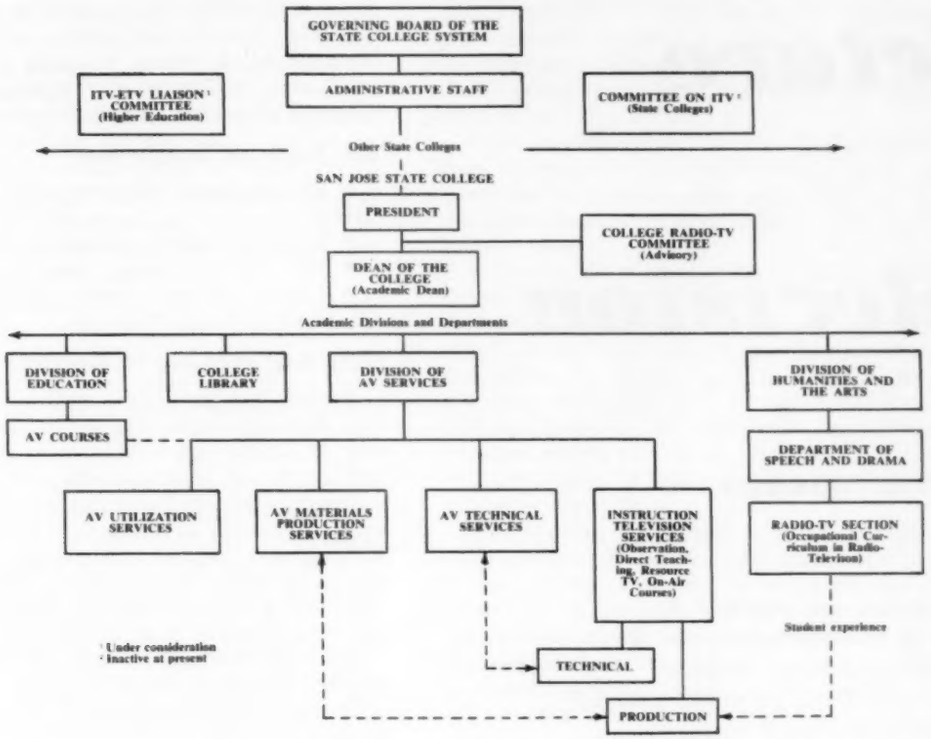
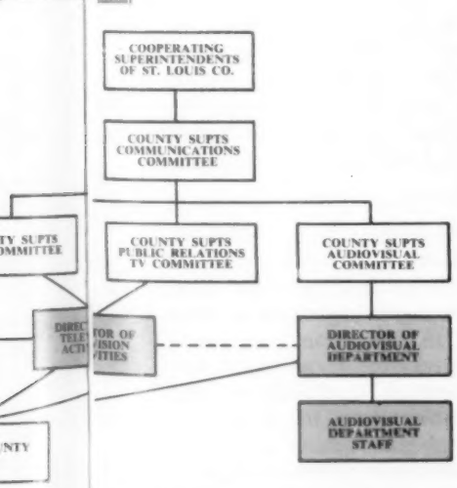


FIGURE V—SAN JOSE STATE COLLEGE



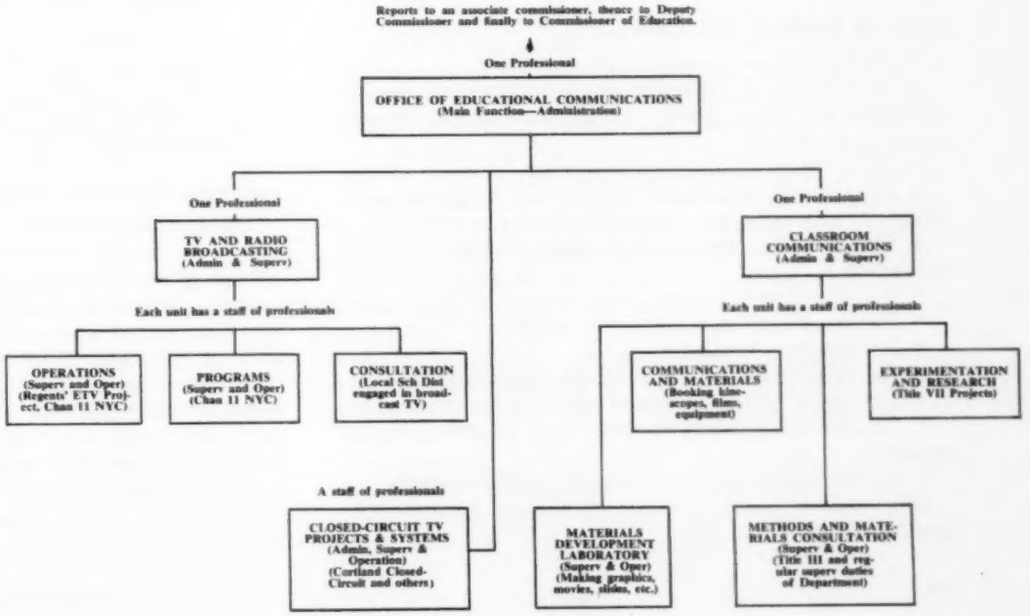
OLS OF ST. LOUIS COUNTY


COOPERATING SUPERINTENDENTS OF ST. LOUIS CO.
COUNTY SUPTS COMMUNICATIONS COMMITTEE
COUNTY SUPTS PUBLIC RELATIONS TV COMMITTEE
COUNTY SUPTS AUDIOVISUAL COMMITTEE
DIRECTOR OF AUDIOVISUAL DEPARTMENT
AUDIOVISUAL DEPARTMENT STAFF

NOTE: At the present time the positions of director of TV activities and director of audiovisual education are held by the same person.

STAFF POSITIONS

FIGURE VI—NEW YORK STATE EDUCATION DEPARTMENT


Reports to an associate commissioner, thence to Deputy Commissioner and finally to Commissioner of Education.
One Professional
OFFICE OF EDUCATIONAL COMMUNICATIONS (Main Function—Administration)
One Professional
TV AND RADIO BROADCASTING (Admin & Superv)
Each unit has a staff of professionals
OPERATIONS (Superv and Oper) (Regents' ETV Project, Chan 11 NYC)
PROGRAMS (Superv and Oper) (Chan 11 NYC)
CONSULTATION (Local Sch Dist engaged in broadcast TV)
A staff of professionals
CLOSED-CIRCUIT TV PROJECTS & SYSTEMS (Admin, Superv & Operation) (Cortland Closed-Circuit and others)
One Professional
CLASSROOM COMMUNICATIONS (Admin & Superv)
Each unit has a staff of professionals
COMMUNICATIONS AND MATERIALS (Booking kinescopes, films, equipment)
EXPERIMENTATION AND RESEARCH (Title VII Projects)
MATERIALS DEVELOPMENT LABORATORY (Superv & Oper) (Making graphics, movies, slides, etc.)
METHODS AND MATERIALS CONSULTATION (Superv & Oper) (Title III and regular supervy duties of Department)

The National Picture in Television

HAROLD E. WIGREN

This status report was prepared by Dr. Wigren in mimeographed form for one of several conferences conducted by him and O. L. Davis for the U. S. Office of Education under Part B of Title VII. The demand for extra copies received in the national office prompted the editor to request Dr. Wigren to bring the report up to date for this issue. Dr. Wigren, who is currently serving as audiovisual director at Houston, was ETV consultant for the NEA at the time the conferences were conducted.

Uses by Schools and Colleges

- As a public relations medium
- As a means of providing essential administrative information for large groups: library orientation, testing, assembly periods, etc.
- As a means of inservice education
- As a means of teacher observation in professional laboratory schools in pre-service education programs
- For providing out-of-school programs for children and youth
- For providing programs for pre-school children
- For the homebound and the hospitalized
- For in-school instruction
- For offering telecourses to school and college students
- For the general education of adults in the community
- For televising public meetings such as school board meetings
- As an audiovisual tool to magnify demonstrations.

Other uses will develop as schools acquire more experience in this medium.

In-School Uses

- For direct total teaching
- For televising a major portion of the subject
- For supplementing or enriching classroom work
- As a teaching aid or demonstrator.

Types of Educational Television Programs on the Air

Programs may be telecast on either commercial or noncommercial educational stations, or they might be distributed over closed-circuit systems. (A closed-circuit system is one in which several buildings or institutions within a small area are connected by coaxial cable. Only those buildings connected on the circuit can receive programs.)

Box Score on Installations

- 49 educational television stations (35 VHF and 14 UHF)
- 9 stations under construction
- 300 (approximately) closed-circuit installations
- 2 cities with two educational television stations each: Oklahoma City and Pittsburgh.

State and Regional Networks

Because television is a great devourer of program material, educational television stations are voluntarily forming state and regional television networks so that the best in one locality can be shared with other areas.

State: At present two states have educational television networks already in operation: Alabama and Oklahoma. Although not classified as a network, North Carolina actually has a simulated network in operation. Florida is rapidly moving toward completion of a state network. Others are in the planning stage in Ohio and Texas.

Regional: One regional network is in operation in New England connecting the ETV station at Boston to the one in Durham, New Hampshire. This network is expected to be extended to stations in New York City and Washington, D. C. The Southern Regional Education Board is planning a network to link stations in the South. Another in the planning stage will connect the six upper Midwestern states of Iowa, Minnesota, Nebraska, Wisconsin, and North and South Dakota.

Airborne Television

A regional airborne network of six Midwestern states is expected to begin operations in 1961. Involved are five million students and 13,000 schools and colleges in Indiana, Illinois, Wisconsin, Ohio, Michigan, and Kentucky. The Midwest Council on Airborne Television plans to telecast 72 courses from a DC-7 aircraft flying at more than 20,000 feet over Montpelier, Indiana. The first of these courses, which were produced at Purdue University this past summer, will be recorded on tape and used during the demonstration period from January 30 to May 25.

Learning Resources Institute

The past year has seen an expansion of the Continental Classroom concept which originated as a credit course in college physics televised over a national network. The Learning Resources Institute has been organized to take over Continental Classroom and to give national and international leadership to better development and utilization of a wide range of learning resources in addition to television. Its chief purpose is to explore ways by which students and teachers can achieve higher quality education through the use of learning machines, films, electronic devices, textbooks, syllabi, radio, television, and so on. Each resource will be experimented with, tested, and developed to capacity.

Some Experimental Programs in Operation

Hagerstown, Maryland. The Washington County Schools in Hagerstown are engaged in a five-year experiment in the use of television as part of the regular instructional program designed to study the ways television might be used to improve the quality of education. In 37 of the county's 49 schools, some 16,500 students in grades 1 through 12 are receiving television instruction in such subjects as arithmetic and mathematics, language arts, science, social studies, music and art, remedial reading, and college mathematics for outstanding students. Maximum television instruction daily for each grade is less than one hour, except grades 7 and 8 which receive 80 minutes for each grade. A teaching team is responsible for the lessons; the studio teacher is relieved of all classroom duties in order to have time for organizing, planning, and presenting stimulating learning experiences. The classroom teacher conducts discussions, clears up misunderstanding, and supervises the activities growing out of the lesson.

Jefferson County, Kentucky. An experiment in closed-circuit television was conducted last year in five schools, grades 3 through 6. Pupils were divided into two groups, one half of which were assigned to basic subjects for three hours each day; the other half to special subjects (science and social science). Closed-circuit TV was used to teach the special subjects. Regular classroom teachers who taught the basic subjects were freed from administrative duties and protected from interruptions. Non-teaching duties were handled by teacher-aides. Redeployment of teacher time proved to be an important benefit. However because of high cost, closed-circuit was discontinued. Jefferson County is now operating an open-circuit TV station.

Galveston, Texas. At no cost to the schools, Phonoscope, Inc. is equipping eight elementary schools and the administration building with two-way video (closed-circuit television) for experimentation purposes. Phonoscope, with camera and receiver at *both* ends of the line, makes possible two-way communication. This is the first experimentation of this type in the nation. Galveston schools plan to use the television facilities in these four areas: staff communications, inservice education, as a resource tool, and for direct teaching.

Large-Class Experimentation. The Fund for the Advancement of Education is currently conducting an experiment designed to test the efficacy of teaching large classes via television. Called "The National Program in the Use of Television in the Public Schools," the experiment involves 200 school systems in 15 states.

In-School Programming. Extensive in-school programming is carried on in the public schools of Philadelphia, St. Louis, New York City, Pittsburgh, Los Angeles, Milwaukee, New Orleans, Miami, Birmingham, Cincinnati, Detroit, Seattle, Atlanta and Oklahoma City.

Inservice Education. Extensive programming for inservice education is carried on in North Carolina and in Houston and Seattle.

AV-TV Project. A TV correspondence course in audiovisual education has been telecast to hundreds of students in several midwest and eastern cities and universities. A team of seven instructors, each specializing in a specific area of audiovisual, are presenting the course material. The correspondence work and the course guide provide the teachers with a supplementary text and practical assignments for firsthand experience in AV utilization. The project, an NDEA experiment, hopes to determine the effect of the course in improving the day-to-day teaching of classroom teachers enrolled.

What Research Says to the Teacher About ETV

1. Television is a powerful new resource for teaching and learning. It does not *teach*, but it stimulates learning. It does not accomplish the *total* teaching job, but it can be used to offer high quality learning opportunities which may not otherwise be available to the classroom.

2. Exposure to television alone does not guarantee learning. As in the case of classroom films, good utilization greatly increases its effectiveness. By discussing the program immediately with the class, the teacher insures that the experience becomes a meaningful one. The facts from the program are still fresh; the scenes still vivid; the interest more lively.

3. When used without the benefit of a teacher, television makes a minimum contribution to learning. It makes its maximum contribution when used wisely and effectively by the classroom teacher in response to a teaching purpose or learning need.

4. Interaction is an essential ingredient in most learning situations including those made possible via television. Through interaction between teacher and student and between student and student, the learner obtains help in interpreting his experiences. Learning then becomes more satisfying and meaningful for the pupil. Research shows that interaction is probably more important in learning situations where perceptual, affective, and cognitive learnings are desired. It may not be so important for learning rote or motor skills.

5. Television has certain strengths: it can reach large numbers instantly and each individual has a front-row seat; it can provide close-ups and broad pictures of the same subject; it is dramatic and thus focuses attention; it is intimate and mobile. It is a good presenter of materials in that the medium, by its nature, demands well organized presentations. It can present resources which not all teachers can offer, and it is not limited to the boundaries of the school but can be used wherever a receiver is available.

6. Television has certain limitations as a teaching tool: it has limited feedback potential which makes interaction between teacher and learner difficult; its rate of flow is constant; it cannot be slowed down for one learner and speeded up for another; it tends to ignore readiness in learning and the needs of learners at a given time; it is programmed into the classroom rather than selected by the teacher and learners in response to a particular need.

7. Any instrument—whether it be the pencil, the blackboard, the newspaper, or the sound film—has its strengths and its limitations. The problem is to assess each accurately in order to obtain a reliable evaluation of the instrument. This is also true of television. A balanced assessment of television must be made in relation to different kinds of requirements, capitalizing on its potentialities and endeavoring to circumvent or overcome its limitations.

8. In television, the teacher on the screen usually looks directly at the camera, and therefore appears to be looking at every child in the room. The television image thus resembles an actual teacher in front of the class. Because of this similarity to a normal classroom, the television program, as measured by standard achievement tests, has results approximately equal to those of typical classroom instruction.

9. In Hagerstown, Maryland, where extensive use is being made of television for instructional purposes, tentative findings of the research now in progress reveal the following:

- According to standardized tests, students learn as much factual information—in some cases, more—than in regular conventional classrooms.

(See the next page)

• Fifty-eight percent of the students thought over-all learning was increased through television; 68 percent felt that they had to pay closer attention in a television classroom.

• Seventy-eight percent of the parents interviewed were in favor of their children taking part in the experiment; eight percent did not favor the experiment.

• Eighty-three percent of the teachers regarded teaching with the aid of television as a "stimulating adventure in education"; 17 percent preferred to do without television.

10. Television should be used to do the things television can do best and the teacher should do those things he can do best. Research shows that television can do some things better than the teacher in the classroom: it can magnify small objects for many to see; stimulate interest in a subject by an emotional impact; bring into the classroom resources, materials, and equipment not readily available to the classroom teacher; share resource persons with many classrooms; take students on field trips to many points of historical and cultural interest which they would otherwise not be able to visit; share resources of a community or a region otherwise too limited to be shared by many classrooms; make available materials too small, too large, too expensive, too dangerous, or too cumbersome to be taken into the classroom; share these same resources with children who are homebound or in hospitals; bring current events into the classroom; provide an exchange of experiences between one classroom and another. TV should *not* be used to do what films or other resources can do better.

11. Research shows that television makes its maximum contribution to learning when the television and classroom teacher plan together.

Trends and Promising Practices

• Use of television for small-group and individualized instruction as well as for mass instruction.

• The cross-media approach to the uses of materials and resources of all types wherein one tool supplements or supports another. Thus, television would be used to accomplish one or more learning objectives while films and books can be used to accomplish another set of purposes.

• An attempt to apply technology to education—to administrative procedures and record keeping, to testing and measurement, and to instructional procedures.

• The formation of networks on a state and regional basis to share resources throughout a large area.

• The use of television for inservice and pre-service education in an effort to improve teacher competencies.

• The use of television to bring many worthwhile educational experiences to adults in the community.

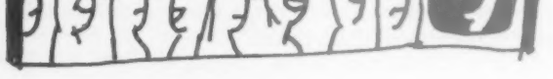
Questions Still Unanswered

• What is the unique role of television in instruction?

• In what ways, if any, can television be used to bring about a better redeployment of the teacher's time in the classroom?

• In what ways can the teaching profession cope with the impact of technology on education? In mass instruction? In individual instruction?

• What should be the role of private foundations in the development of educational television?



Recent Publications

From the National Education Association, Division of Audiovisual Instructional Services:

Television in Instruction: An Appraisal ($1). An assessment of the role of television in the instructional program, its contributions and limitations, and its role in teacher education.

Interaction in Learning: Implications for Television ($1). Explores ways in which television's chief limitation—its lack of feedback and two-way communication—can be overcome.

Opportunities for Learning: Guidelines for Television ($1.50). Guidelines for future programs in educational television are explored.

Audiovisual Instruction (50 cents). November 1959 issue on "Educational Television."

The Joint Council on Educational Television, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.:

Educational Television Today—A Status Report, January 1959

The Washington County Board of Education, Hagerstown, Maryland:

Closed-Circuit TV Teaching in Washington County, 1958-59

Stimulating Student Participation During Televised Instruction. 1959

The National Association of Educational Broadcasters, 14 Gregory Hall, Urbana, Illinois:

Superintendent's Viewpoint on ETV: A Panel Discussion by School Superintendents from Five Cities Using Television. Published by Thomas Alva Edison Foundation, March 1959

The Fund for the Advancement of Education, 477 Madison Avenue, New York 22:

Teaching by Television

The National Program in the Use of Television in the Public Schools. A report on the National Workshop at Chapel Hill, North Carolina, June 15-26, 1959

Design for ETV. Published by the Educational Facilities Laboratories, Inc. A report on planning new schools or adapting existing schools for teaching by television. (See review on page 247.)

Midwest Council on Airborne Television Instruction, Memorial Center, Purdue University, Lafayette, Indiana:

Manual for Classroom Teachers Using Television. (See review on page 247.)

Midwest Program on Airborne Television Instruction. A brochure describing the program on airborne television.

The American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.:

College Teaching by Television ($4). Report of a conference sponsored jointly by the Committee on Television of the American Council on Education and the Pennsylvania State University.

Miscellaneous:

The Public Schools and Television ($1.50). A case book of programming practices and a report on utilization of television. Compiled and published by the Southern Regional Educational Board, 1959. Order from William H. Pierce, Florida State Department of Education, Tallahassee, Florida.

REVIEWS

The Wrong End of the Axis

HUGO E. BECK

> *Design for ETV: Planning for Schools with Television.* A Report from the Educational Facilities Laboratories. 477 Madison Avenue, New York 22, New York. Prepared by Dave Chapman, Inc., Industrial Design.

THIS BOOK IS SO BRILLIANTLY conceived, so artistically illustrated, and so expertly produced that I would advise you *not* to read it. If you do read it, you will be starting at the wrong end of the educational axis. For this manual is based on the assumption that a tremendous amount of critical thinking and evaluation has already transpired concerning educational goals, values, principles, and processes in relation to this new media.

It presupposes that we have at least tentative answers to such questions as these: How do children learn in groups of varying size? What subjects are best suited for varying sized groups? What can television do for the learning process that is unique with television? What kind of teaching, or what kind of learning do we want television to inspire? How do we know that television can attain the objectives we establish for it? What evaluative instruments are we going to design to measure the effectiveness of what we teach? What are the implications of television learning for the social and emotional growth of children?

Now, if you have the answers to these questions, then clasp this little volume to your bosom, cherish it, nurture it, and analyze it, for in its 96 pages are contained some of the most creative and brilliant writing ever done in the area of building design for television usage.

Note the authors' awareness that the above questions must be answered: "It is clear that educational specifications must come first if the structure is to serve the program." (p. 17) "It is obvious that these answers (to flexible design) can only come after school planners have determined the most basic patterns of their educational program." (p. 19) The authors assume, with unwarranted optimism, that this is a *fait accompli*—that "educational specifications" have been drawn and that "basic patterns of the educational program" have been set.

We can criticize the authors for their spurious assumption but we cannot criticize an industrial design firm for not having done a job which is the responsibility of educators. "Volume II" is printed and distributed while "Volume I" is still waiting to be written. And it will be extremely difficult to match the quality, style, and design of the present volume. Appropriately, the still unwritten first volume could be directed to the elements involved in improving the instructional program in view of swelling enrollments, dwindling staff, rising costs, and demand for quality. It might probe the contribution that television, as one technique in the team teaching concept, can make to a more qualitative learning situation for children. It might provide us with the rationale, the reason, the educational justification for planning our schools with television on the basis of suggestions in the present volume.

A chapter in Volume I should also be devoted to evaluation of ongoing experiments in television teaching. The authors suggest that television has proved itself by virtue of the gross number of students currently exposed, but this evidence is not enough. Unless we can document our expectations from television instruction and actually measure the effectiveness of it, television for instruction is apt to be a fad, which, in a few years after the novelty has worn thin, will disappear into the limbo of passing trends that we "felt," "believed," or "thought" were valid at the time but which we never had courage to measure and effectively evaluate. It is imperative that we in education make our educational principles explicit enough so that we can judge whether television might or might not fit in with these principles and do the job we expect it to do.

Television can be an uncontrolled leviathan unless we know what it can do, what we want it to do, and how we can do it. It is too pregnant with stimulating and creative potential to be ignored or, what is worse, to be adopted uncritically. Indiscriminate adoption now only leads to dust on sets several years hence.

Are there any volunteers to write Volume I in order for Volume II to become the significant contribution for improvement in education that it deserves to be?

Mr. Beck is staff associate in the School Improvement Program at the University of Chicago.

A Bonus for the Forgotten Learner

RAYMOND WYMAN

> *Manual for Classroom Teachers Using Television,* edited by Mary Howard Smith. Midwest Council on Airborne Television Instruction, 680 Fifth Avenue, New York 19.

AN ARTICLE in the April issue of this magazine, "ETV's Forgotten Learner," describes the classroom teacher as the most important learner of all. The manual reviewed here is designed just for him. There have been many publications for the technicians of television, for producers and directors of TV programs, and for those who will perform in the studios. This publication is for the consumers of instructional television materials provided by others. It is obvious that what happens in the classroom under the direction of the classroom teacher is just as important as any other link in the chain that starts with educational experts deciding what should be taught.

The manual is far more than a description of the airborne project and the technical details, although they are included for anyone not already familiar with them.

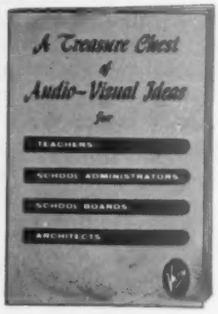
It is far more than a "how to use it" instruction book. The authors realize that a completely informed and convinced classroom teacher must be on the receiving end of the televised lessons. They realize that teachers cannot just add TV to an already full program and expect to improve it. Something in the existing schedule, already familiar, already tried and tested, has got to give. Not only something, but nearly everything will be disrupted or changed in one way or another. The classroom teacher has been a universal teacher in a universal classroom doing practically

Dr. Wyman is professor of education at the University of Massachusetts, chairman of DAVI's Television Committee, and a frequent contributor.

FREE

New Audio-Visual Booklet

Presents useful ideas on all phases of audio-visual education. Covers film lessons, student projectionist training, film sources, etc. Written by a leading authority on A-V education and published as a public service by Victor Animatograph Corporation



——————MAIL COUPON TODAY

Victor Animatograph Corporation
Dept. 94
Division of Kalart, Plainville, Conn.
Please send me a free copy of "A Treasure Chest of Audio-Visual Ideas."

Name_____

Position_____

Address_____

City_____ Zone____ State_____

← TWO WAY →
POWER DRIVEN FILM REWIND

Double your film inspection with less effort. Modernize with the proven motor-driven FOSTER REWIND—winds both to the left and right under motor power. Easy to use foot pedal controls both direction and speed of reels (up to 875 rpm). Both hands free for inspection and quick splicing. Capacity to 2000 foot reels. Heavy duty motor —simple design—and rugged construction assure maintenance free operation. Rewinds 16mm—35mm—8mm motion picture film.

Write for Details and Special Trial Plans

INTERNATIONAL FILM BUREAU INC.
332 S. Michigan Ave.
Chicago 4, Ill.

everything for everybody. When televised instruction comes to class in the degree and form contemplated by the Midwest Council on Airborne Television Instruction, the classroom teacher is only one important part of an educational complex designed to help educate children.

One cannot simply tell teachers to use lessons telecast dramatically from a circling airplane; they must be convinced that the quality of education will improve or that their load will be lighter or more rewarding. They must be assured that their continuing professional positions are not in jeopardy. They must understand that they are not going to become second class teachers.

The evidence that instructional television can make a substantial contribution at a time of rapid growth and change in the United States seems well presented. Teachers may have been justified in ignoring it in the past, but it must be reckoned with in the future.

Statistical figures and mysterious terms about research and experimentation with instructional television to date are wisely omitted. The manual explains how it has proved effective in providing new resources for education from a completely staffed and equipped teaching center to an unlimited number of students. It shows how classroom teachers can progress in their own content fields and methods of teaching by watching highly competent teachers in action.

Instructional television means different things to different people. To Midwest Airborne it means primarily a "major resource" concept in which the classroom teacher and studio teacher divide the work by prearranged schedule. The studio teacher presents the major content, and the classroom teacher does the preparatory and follow-up work that is so necessary. Only a small part of the Midwest Airborne project is aimed toward "total instruction" or "supplementary instruction."

To insure that the teacher does not feel distant experts are taking over to dictate policy and procedure, the whole plan for involving local and area educators is explained. Teachers should be reassured to learn that all participation will be on a voluntary basis and that people in the area will do most of the planning and teaching. The opportunity to advance to studio teaching rather than school administration should also interest many dedicated members of the profession.

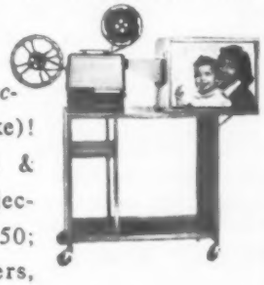
Since the college instructor will probably be the hardest to convince, a separate chapter is devoted to the possibilities at this level. It points out that just as most instructors have had no outside interference in their teaching, they also have not had to expose their knowledge and techniques to other than their students. Although it will be different and possibly difficult at first, the opportunities are great for making the best instructors available to many students and for cross fertilization of ideas, through multiple teachers and unusual materials. With mature students, there are also opportunities for total instruction.

Any teacher who reads this booklet will be a more critical educator even though he does not use the Airborne programs. Instructional television seems to cause considerable questioning among teachers. What knowledge is of most worth? When should it be taught? Who should be taught? How is it best taught? How do we know if learning takes place?

If the Midwest Airborne project works as well as expected, it may set a pattern for other areas to duplicate, or a nationwide network of only a few flying transmitters might result. There are also intriguing possibilities for providing much needed teaching in

SUBJECT: ROOM DARKENING

If your budget won't permit darkening of all classrooms for proper motion picture showing, we have the only answer in the simple, practical, and economical WILSON MOVIE-MOVER "RP." Easy-rolling, easy-to-use—brings educational films to the classroom without fuss.



Uses your present projector (any make)! For Bell & Howell projectors, $139.50; most others, $159.50. Write now for literature & full details.

H. Wilson Company
106-B Wilson Street
Park Forest, Ill.

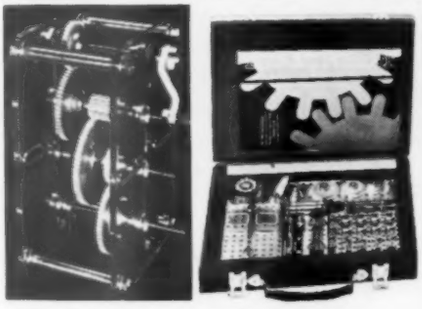
Complete line of sensibly-priced, high-quality projector tables

PAT DOWLING PICTURES
FILMS AND FILMSTRIPS
New—for your Elementary Science Program
"WIND AT WORK"
16 mm Color—11 Min. $110
Write for Previews
1056 S. Robertson Blvd, Los Angeles 35, Cal.

FREE CATALOG
16mm Color-Sound—Elementary Grade—Instructional Films.
(Sale only—no rentals)
AVIS FILMS, Box 643, Burbank, Calif.

Non-Hardware
TEACHING MACHINES
For performance-centered learning and intrinsic programming.
*COMMON-CORE methods
"TRAINER-TESTER" devices (Reg. U.S. Pat. Off.)
SHOW-HOW services
Licenses available, U.S. and foreign patents
*Synthetic Simulation™ (U.S. Reg. No. 674,338)
*Printechnic™ (U.S. Reg. No. 671,332)
*Trainer-Tester Printechnic™ (U.S. Reg. No. 671,333)
*Service Mark
For information, write
VAN VALKENBURGH, NOOGER & NEVILLE, INC.
15 MAIDEN LANE, NEW YORK 38, N.Y.

"Portable Laboratories" for the Classroom



How to dramatize basic concepts of mechanical and control engineering

Now, for the first time, you can readily demonstrate the basic laws of gears and transmissions. With the remarkable new AUTOMAT Starter Set, students construct their own precision-engineered model mechanisms and see the principles of speed ratio, torque and mechanical advantage in 3-dimensional operation. Swiss-made to the highest standards of accuracy, AUTOMAT Starter Set contains 177 steel and aluminum components; 32-page illustrated manual. List $39.95 (quantity discounts for schools). Deluxe ADVANCED AUTOMAT Set No. 25A (1300 components) also available. List $225.00. For complete catalog of PORTABLE LABORATORY teaching aids, write Science Materials Center, 59 Fourth Avenue, New York 3, New York, Dept. M-163.

SCIENCE MATERIALS CENTER
a division of The Library of Science

large underdeveloped countries with literacy barriers.

[Members of the advisory panel for the preparation of this manual were: Martha A. Gable, director of radio and television, Philadelphia public schools; Grace Johnson, director of educational television, Norfolk public schools; Clifton Mitchell, director of educational television, Dade County (Florida) schools; Elmer F. Pflieger, coordinator, television teaching project, Detroit public schools; Robert R. Suchy, director, educational television project, Milwaukee public schools; and Glen Traw, director, Southwestern Indiana educational television project.]

April Publication Date Set for TV Primer

EXPECTED OFF THE PRESS in time for the Miami Convention is the *TV Primer*, a joint project of the DAVI Television Committee and the NEA Department of Classroom Teachers described as "a manual for the classroom teacher which will enable him to comfortably and confidently use educational television."

The *Primer's* contents were roundly dissected the last week in September when the DAVI Committee called a three-day conference of 25 educators in St. Louis to discuss the working papers which had been prepared as chapters. (Among the 25 educators, more than half were classroom teachers with experience in utilizing TV in the classroom.) The authors are expected to revise and refine their papers in the light of this evaluation.

Some notion of the *Primer's* contents can be had from the list of eight authors and the areas they cover:

An introduction by Raymond Wyman, chairman of the DAVI Television Committee; "Television Means Many Things," I. Keith Tyler; "The Demonstrated Contributions of Television to Education," Harold E. Wigren; "Classroom Teacher: Team or Partnership," Lois Edinger (president of the North Carolina Education Association and a classroom teacher); "Utilization," Wanda Mitchell; "Toward Better Reception in the Classroom," Clair R. Tettemer; "Evaluation of Educational Television," Robert R. Suchy; and "Looking into the Future," Vernon Bronson.

As the title and chapter heads imply, *The Primer* will contain rudimentary knowledge that teachers should have for handling classroom consumption—information the Committee and the Department of Classroom Teachers feel has not yet been adequately publicized despite ETV's ten-year history.

Use FilMagic All Ways!
—FilMagic Cloths Hand-Clean Films, Records.
—FilMagic Tapes For Film Cleaning Machines.
—FilMagic Pylon Kits For Tape Recorders.
—FilMagic Pylon Kits for 16MM SOF PROJECTORS.
—Get Best Results With FilMagic Silicones!
MANUFACTURED & GUARANTEED BY
THE DISTRIBUTOR'S GROUP, INC.
204 FOURTEENTH STREET, N.W.
ATLANTA 13, GEORGIA

ARITHMETIC FILMS
for
PRIMARY GRADES
• NUMBERS FOR BEGINNERS
• ADDING AND SUBTRACTING
Each 11 minutes—color or b & W
BASIC FILMS FOR ESTABLISHING UNDERSTANDING
Preview Prints Available
Johnson Hunt Productions
FILM CENTER
LA CANADA CALIFORNIA

ANOTHER M.I.S. SCIENCE FOR TOMORROW FILM
Write for catalog.
We are locked inside a prison of time and space and matter. The purpose of this film is to help you get a glimpse through the barred windows. See space as a vast historical record in which the light of past events is just now arriving. Sample some of the elemental concepts of relativity. See principles that tie together our universe.
MOODY INSTITUTE OF SCIENCE
P.O. Box 25575-A — Los Angeles 25, Calif.

Board Meets—Discussion Brisk, Agenda Insurmountable

THE BOARD OF DIRECTORS met in Chicago's Morrison Hotel August 7, 1960, with 22 members in attendance. The decision to meet with NAVA this year rather than with the NEA at their annual convention in Los Angeles was influenced by Chicago's central location.

An agenda of 26 items with supporting materials was mailed out in advance and although President Finn did his utmost to expedite proceedings, it was nevertheless impossible to cover all items. Discussion was lively.

Here briefly are some of the Board's most important transactions:

• A placement service will be inaugurated this fall in AUDIOVISUAL INSTRUCTION. DAVI members interested in employment (either as prospective employers or as candidates for positions) will be entitled to free listings. In either case a brief job description will be permitted. Box numbers will be assigned, but no names or titles given. A Convention placement service will be organized for the Miami Beach Convention under the chairmanship of Robert deKieffer.

• A petition was signed by members present to initiate action to make certain changes in the Constitution and bylaws which will enable DAVI to continue its tax exempt status. A committee under the chairmanship of Charles Schuller, which was authorized to continue its study of the relationship of the Board, Executive Committee, national office, and affiliates, is also studying membership types for the needed constitutional changes.

• The Board heard a progress report on the President's *ad hoc* committee on committees chaired by Clyde Miller. This committee is studying present DAVI project committees with a view toward recommending needed reorganization and changes which should be effective at the time of the Miami Beach Convention.

• Walter Bell reported that the nominating committee has almost completed its slate of officers for publication in the November issue of AVI. The committee also presented a tentative set of guidelines which they suggested be used by affiliates and future nominating committees when proposing candidates for office. After considerable discussion an amended set of guidelines was adopted.

• The Board authorized the national office to proceed with the production and marketing of professional DAVI jewelry utilizing the new DAVI logo.

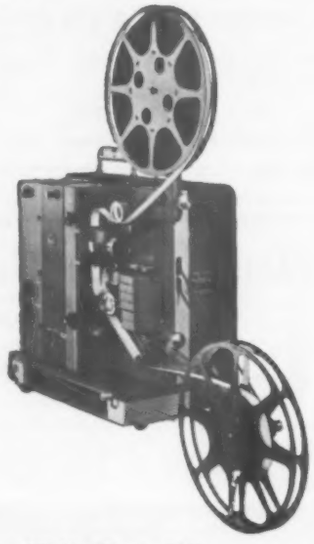
• President Finn reported for an *ad hoc* president's advisory committee chaired by Fred Harcleroad to study the need for additional seminars on the professional education of the audiovisual specialist. (The first seminar which took place during the Cincinnati Convention is reported in a special issue of *AVCR* available now from the national office for $2.) Dr. Finn said the committee recommended that if possible three additional sem-

(Continued on page 252)

DAVI FINANCIAL STATEMENT, 1959-60

DEBIT BALANCE, JUNE 1, 1959		$ 5,915.47
RECEIPTS, JUNE 1, 1959-MAY 31, 1960		
Membership (includes sale of membership lists, etc., excludes receipts from subscriptions to AUDIOVISUAL INSTRUCTION)	$27,486.05	
Publications Sales (Yearbook, Building Bulletins, *AV Communication Review*, etc., including AUDIOVISUAL INSTRUCTION)	33,174.67	
Advertising, AUDIOVISUAL INSTRUCTION	29,786.13	
Convention Receipts	27,500.74	
Contributions to Helen Rachford Fund	974.00	
		$118,921.59
DISBURSEMENTS, JUNE 1, 1959-MAY 31, 1960		
Salaries	$12,981.63	
General Operating (stationery and office supplies, telephone, postage, etc.)	14,839.71	
Printing (AUDIOVISUAL INSTRUCTION, *AV Communication Review*, No. 1 Classrooms, promotional fliers, etc.) (This also includes ad commission and transfers)	50,402.82	
National Convention	28,022.32	
Travel (not including travel to DAVI Convention)	1,947.28	
		$108,193.76
CREDIT BALANCE, MAY 31, 1960		$ 4,812.36

Good reasons for RCA projector popularity!



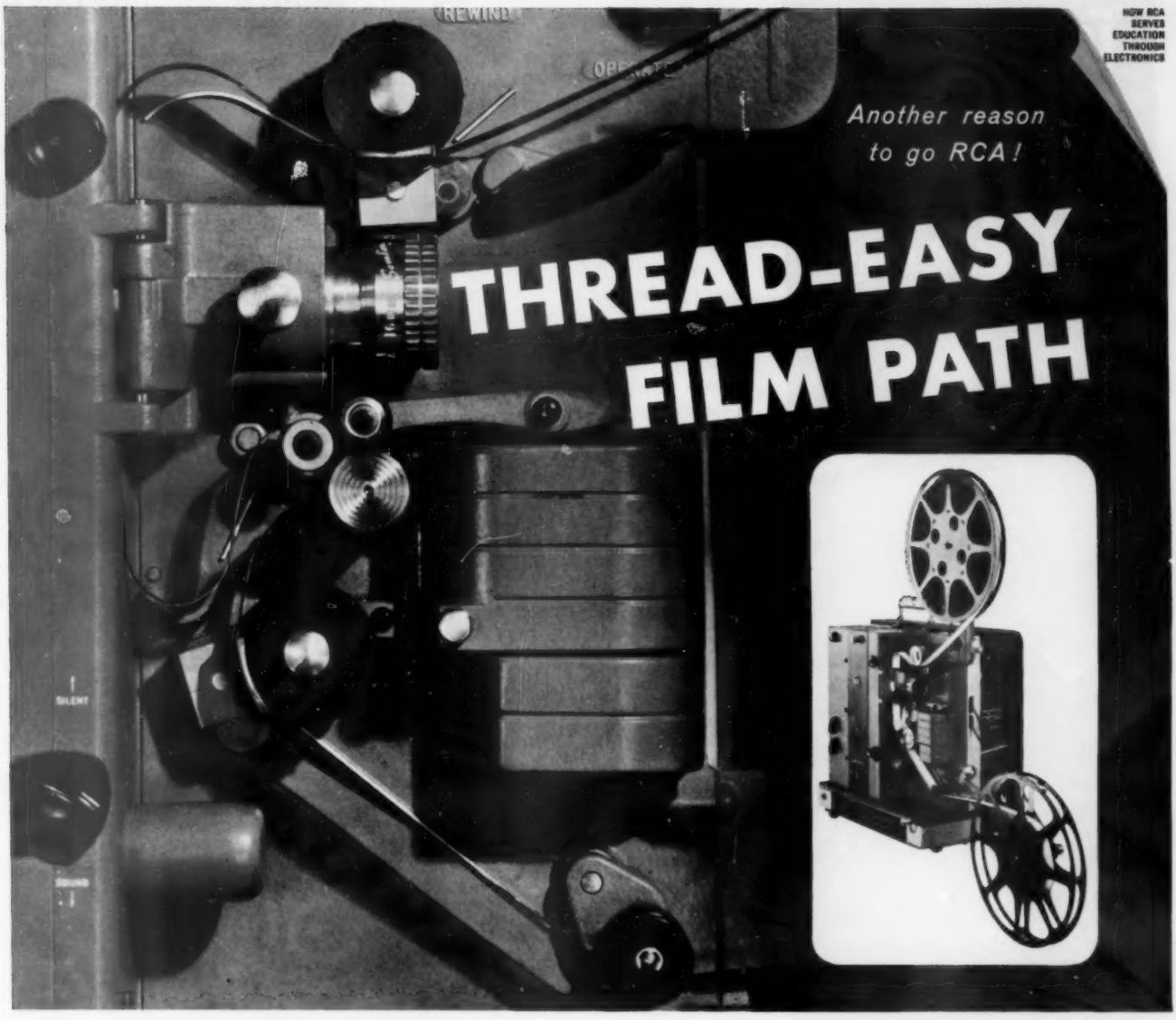
- "Life-Tested*"—your assurance of projector quality!
- Easiest, fastest threading in the 16mm field!
- Whisper-quiet operation!
- Powerful 1200-watt lamp—throws 20% more light on screen!
- Built-in lubrication!
- Pressure guides are the "softest touch" in film handling!
- Nylon film pressure shoe—lasts 2 to 3 times longer!
- Superior sound reproduction!
- Longer operating life; minimum maintenance!

*Rigid endurance standards have been set for RCA "LIFE-TESTED" Projectors. Individual components as well as finished projectors are subjected to continuous testing to evaluate the durability and efficiency of all operating parts. "LIFE-TESTED" at RCA means better, more reliable performance from RCA Projectors.

RCA Tmk(s)®

RADIO CORPORATION of AMERICA

AUDIO-VISUAL PRODUCTS • CAMDEN 2, N.J.



...EASIEST TO THREAD, SIMPLEST TO OPERATE

Almost anybody can thread an RCA "Life-Tested"* 16mm Projector in less than 30 seconds. Its exclusive Thread-Easy film path is the simplest and most direct in the 16mm field. Even amateurs can screen every show with professional-like ease.

RCA engineers continually search for new ways to make RCA projectors even longer-lasting and easier to operate. As new ideas are proved valuable, they become part of RCA Projector design.

For example, the latest "Life-Tested" Projectors incorporate a nylon film pressure shoe which is kinder to film, quieter operating and so durable that it probably will not require replacing during the normal lifetime of the projector. New, too, is a one-piece, precision tooled intermittent cam and gear which replaces a 3-part assembly. A new claw design accommodates new or old film with equal facility and reduces film handling noise to a hush. Like most changes, these are not readily visible, but are contributing substantially to the smooth operation and dependable performance you expect from RCA Projectors. This is the important kind of design change, the kind that keeps RCA Projectors always ahead in 16mm.

Competitive comparisons have sold thousands of RCA Projectors. Make your own . . . you'll go RCA!

Your RCA Audio-Visual Dealer has full details on RCA "Life-Tested" Projectors and other electronic aids to education. Look for his number under "Motion Picture Equipment and Supplies" in your Classified Directory. He will be glad to come to your school to give you a demonstration.

RCA Tmk(s)®

RADIO CORPORATION of AMERICA

AUDIO-VISUAL PRODUCTS • CAMDEN 2, N. J.

DOUBLES EFFECTIVE LIGHT POWER

At No Extra Cost!

Viewlex V-25-P

The progressive Viewlex V-25-P 35mm Filmstrip and 2" x 2" Slide Projector moves A.V. TEACHING POWER years ahead — in a single giant stride! The ultra-advanced new light source combined with the new optical system in the V-25-P literally makes it "Easier to Learn With" . . . provides twice the effective light power on-screen — at no extra cost!

All Viewlex projectors are GUARANTEED FOR A LIFETIME.

Viewlex INC.

Ask your Viewlex audio-visual franchised dealer for a demonstration, or write for catalog.

35-08 Queens Boulevard
Long Island City 1, N. Y.
In Canada: Anglophoto Ltd., Montreal

Board Meeting—Continued

inars be scheduled at a time other than the annual DAVI Convention.

Among the numerous reports on the agenda were these:

1. A compilation of the proceedings of the first five Okoboji Leadership Conferences has been prepared by William Allen. Lee Cochran will send free copies to persons who have participated in all Okoboji conferences to date. Otherwise copies can be had from the national office for $1. Ask for: *Audiovisual Leadership, A Summary of the Lake Okoboji AV Leadership Conferences, 1955-59.* (Mr. Cochran urges all states to begin selection of delegates to the 1961 Okoboji Conference. The national office will request nominations from the affiliates in the early months of 1961.)

2. DAVI has paid its $100 fee to the Educational Media Council and is now an official member. Jim Finn and Ann Hyer are the appointed delegates for three years.

3. Charles Norford is working with the Chief State School Officers as audiovisual consultant for the *Supplement to the Purchase Guide for Programs in Science, Mathematics and Modern Foreign Languages.* The Supplement is expected off the press in January.

4. A report of the effective involvement of DAVI in the programs of other organizations cited cooperative activities with the following: Elementary School Principals, Secondary School Principals, American Association of School Administrators, Rural Education Service, Association for Higher Education, American Association of Colleges for Teacher Education, and the NEA Regional Instructional Conferences.

5. DAVI, through the payment of $500 dues has become a member of the Associated Organizations for Teacher Education. Official representatives are William Fulton and Ann Hyer.

6. Mickey Bloodworth notified Board members that at their meeting in Miami a decision would be made on the site for the 1965 Convention. To date invitations have come from Dallas, Milwaukee, and Oklahoma City.

7. Ernest Tiemann reported for Jack McKay, chairman of a committee preparing an affiliate's handbook. The handbook had progressed to the point where the committee requested President Finn to appoint a small committee to review the chapters before publication.

The next meeting of the Board is

NOW IN THOUSANDS OF CLASSROOMS!

BEST . . . because it has passed the classroom test

AT A COST AS LOW AS 37c PER PUPIL*

AVR RATEOMETER

Tops the list of America's Reading Learning Aids because of its proven performance

IT'S VERSATILE . . . fits into any reading improvement program.

IT'S ACCURATE . . . Lifetime electric motor provides clock accuracy, trouble-free service.

STUDENT CENTERED . . . requires minimum assistance. Students master its use in minutes.

EASY ON BUDGET* . . . Actual classroom experience over a 5-year period shows that costs run as low as 37c per pupil.

Teachers say: "Pupils love working with them" . . . "best of its type" . . . "more convenient" . . . "so quiet" . . . "flexible and adaptable" . . . "rate increase 70 to 300%."

Complete with manual, carry-case. $39.95
5 to 9 units, ea. $35.95 • 10 or more, ea. $33.95
Satisfaction guaranteed or money refunded.

Send orders to
AUDIO VISUAL RESEARCH
Dept. AV-010 523 S. Plymouth Ct., Chicago 5
FACTORY: Box 71, Waseca, Minnesota

SIMPLE! EFFECTIVE! DURABLE!

★ FACTS ABOUT FILM
★ FACTS ABOUT PROJECTION
★ THE AUDIO-VISUAL SUPERVISOR

Three films containing complete essentials of audio-visual training and guidance. Every phase of 16mm film work—FILM HANDLING—FILM PROJECTION—the OBJECTIVES and RESPONSIBILITIES of the SUPERVISOR are examined. This new and completely revised COLOR series covers the methods, physical requirements, and special techniques expected of first-rate audio-visual practice.

A complete list of more than fifty graded FOREIGN LANGUAGE films, recommended for purchase under Title III of the National Defense Education Act is available upon request.

Ask for International Film Bureau's new catalog supplement.

INTERNATIONAL FILM BUREAU INC.
332 S. Michigan Ave.
Chicago 4, Ill.

scheduled for 9 a.m., Sunday, April 23, 1961, the day before the Miami Convention opens.

The Board adopted this resolution addressed to NAVA: "Whereas the National Audio-Visual Association has shown utmost cooperation in providing hotel facilities for meetings of the Executive Committee and the Board of Directors of DAVI and, whereas they have made it possible for the registration fees of the members of the Executive Committee and the Board of Directors to include a luncheon, be it resolved that the Executive Committee, the Board of Directors and national staff of DAVI express herewith their sincere gratitude to the National Audio-Visual Association."

ERICKSON DOESN'T WANT MUCH

Kennedy says, "Give me your hand, your heart, and your voice," but Carlton Erickson only asks one hour of your time on the Thursday before the Tuesday you go to the polls. REMEMBER DAVI MEMBERSHIP ALERT November 3. Don't forget to vote November 8.

The KEYSTONE Standard Overhead Projector
is available for purchase under the

National Defense Education Act

The Keystone Standard Overhead Projector is designed for the projection of Transparencies, Standard (3¼" x 4") Lantern Slides, Polaroid Slides, and Handmade Lantern Slides or, with appropriate accessories Tachistoslides (4" x 7"), 2" or 2¼" Slides, Strip Film, and Microscopic Slides.

It is useful—

In the Science Category with appropriate units of slides in Physics, Biology, General Science, Health, Physiography, and Elementary Science.

In the Mathematics Category, in teaching Number-Combinations and Fraction-Combinations tachistoscopically; Solid Geometry with Stereograms.

In the Modern Languages Category in teaching French, Spanish, German and Russian with Tachistoscopic Units.

Write for Further Information or a Demonstration by our Local Representative. KEYSTONE VIEW CO., Meadville, Pa.
Since 1892, Producers of Superior Visual Aids.

NEW BONUS RECORDED TAPE

Some of our greatest popular songs – "Full Moon and Empty Arms," "Till the End of Time," "Stranger in Paradise" – took their melodies from the classics. Eight of these lovely themes – in their original classical setting – are the basis for "Classics that Made the Hit Parade."

This unusual program, professionally recorded in sparkling full fidelity on Audiotape, is available RIGHT NOW from Audiotape dealers everywhere. (And only from Audiotape dealers.) Don't pass up this unique opportunity to get a fine recorded tape at a bargain price.

audiotape

Manufactured by AUDIO DEVICES, INC.
444 Madison Ave., New York 22, New York
Offices in Hollywood & Chicago

DETAILS OF THE PROGRAM

Borodin	Polovtsian Dances from Prince Igor (Stranger in Paradise)
Tchaikovsky	Symphony No. 5 in E (Moon Love)
Waldteufel	Espana Waltz (Hot Diggity)
Chopin	Polonaise No. 6, in Ab Major (Till the End of Time)
Tchaikovsky	Symphony No. 6 in B (The Story of a Starry Night)
Rachmaninoff	Piano Concerto No. 2 in C Minor (Full Moon and Empty Arms)
Chopin	Fantasie Impromptu in C# Minor (I'm Always Chasing Rainbows)
Tchaikovsky	Romeo and Juliet Overture (Our Love)

DETAILS OF THE OFFER

This exciting recording is available in a special bonus package at all Audiotape dealers. The package contains one 7-inch reel of Audiotape (on 1½-mil acetate base) and the valuable "Classics that Made the Hit Parade" program (professionally recorded on Audiotape). For both items, you pay only the price of two reels of Audiotape, plus $1. And you have your choice of the half-hour two-track stereo program or the 55-minute monaural or four-track stereo versions – all at 7½ ips.

See your Audiotape dealer now!

DAVI MEMBERSHIP ALERT IS LIKE TREMOR THROUGH NATION

ON NOVEMBER 3 the 1960 presidential campaign draws to a close. Dwindling oratory falls harmlessly on the ears of millions of Americans with their minds made up. The nation pauses before setting out to the polls, but even as it pauses, it is seized by a new and different paroxysm—DAVI MEMBERSHIP ALERT. From coast to coast some 5000 AV directors and coordinators walk off their jobs *for one hour;* in Los Angeles President Finn puts behind him his scholarly tomes *for one hour;* in New England Membership Chairman Carlton Erickson calls his wife to say he'll be *one hour* late for dinner (just one more hour for DAVI, dear); at national headquarters Florence Fan, membership assistant, takes over the whip for one hour; at IU Ole Larson dismisses his staff for one hour. Across the land and on the islands telephone lines hum and postmen quicken their step as 5000 DAVI members conduct personal membership campaigns in an exercise of professional loyalty seldom witnessed—DAVI MEMBERSHIP ALERT. (See Carlton Erickson's list of suggested activities, p. 196, Sept. AVI.)

DAGE *pioneer in Educational Television—fulfills your complete needs*

Dage experience in educational TV, available through TRW's Educational Electronics Division, brings you many benefits beyond equipment planning and installation.

You'll discover many helpful ideas and techniques, for example, in "Television in Teaching," our latest publication. From a teacher's point of view, it discusses educational TV's potential, its contributions to teaching and efficiency . . . traces the steps in starting a program.

On-the-scene consultation and training, backed by TRW electronic and teaching know-how, can help you plan the **complete** Educational TV system to meet today's and tomorrow's—needs. Start small—as little as one camera and viewing monitor—or with the largest system; confident that equipment will not be obsolete, regardless of growth.

Write or phone today for information about Dage Educational Television Equipment and educational services — and your copy of "Television in Teaching."

EDUCATIONAL ELECTRONICS DIVISION

Thompson Ramo Wooldridge Inc.

126 Fifth Avenue, New York 11, N. Y. • ALgonquin 5-7250

divisions and subsidiaries serving the educational field:
Magnetic Recording Industries • Dage Television • Bell Sound • Bel Canto • Intellectronics

Teaching Machine Experts Visit Capital

THE PSYCHOLOGICAL ASPECTS of the learning process and their relationship to teaching machines were brought out forcibly by B. F. Skinner of Harvard University when he addressed an audience of some 250 educators and administrators in Washington, D. C., August 25.

The briefing session at the U. S. Office of Education on "auto-instructional devices" (as teaching machines are currently being referred to) was the result of a simultaneous visit of three teaching machine experts to the capital — Drs. Skinner, Lumsdaine, and Glaser. Sponsored jointly by the Cooperative Research Program and the Educational Media Branch, it was one of the meetings which the Office of Education conducts from time to time to acquaint its professional staff and other educators with the latest developments in educational research.

Dr. Skinner believes that teaching machines can implement behavior. The young child, he told his audience, is poorly equipped by the contingencies of life to help him discriminate between even such simple things as shapes, colors, and forms, but his behavior can be brought under control in a new way through the proper use of equipment and materials. By "proper use" of materials Dr. Skinner means sequenced presentation, which is the secret to the step-by-step learning made possible by teaching machines.

Rewards may be offered, or "textbooks garnished with pictures and attention-getting devices" but this does not guarantee learning. The important thing, Dr. Skinner said, is to analyze how to arrange materials and events in a "sequenced and sensible way."

In answer to the contention that teaching machines can hamper the creativity of the learner, Dr. Skinner is of the opinion that creativity will follow after the individual is equipped with verbal ability. Thinking can be taught, but before the child can be taught to think, he must have the tools to think with, and this is where auto-instructional materials and devices can play an important part, Dr. Skinner explained.

The two other speakers at the session, Arthur Lumsdaine and Robert Glaser, are co-editors of DAVI's forthcoming book, *Teaching Machines and Programmed Learning: A Source Book*, scheduled for release early this fall, 736 pages, $7.50.

Dr. Lumsdaine compared the relative merits of mass and individualized instruction. While ETV has great potential, it has one drawback in that it automates mass instruction; it does not tailor the rate of learning or offer a full program for the individual student. Auto-instructional devices, on the other hand, provide for effective guidance control. To the skeptics who regard this as "spoon-feeding" and therefore a step back in learning, Dr. Lumsdaine made clear that constant observation and guidance is important in the early part of the learning process. He stated, however, that a gradual weaning away from dependence on excessive tutoring and a branching-out to related and more complicated subjects should be a provision of every good program.

Dr. Glaser stressed the importance of a program of materials. He said that the concern should not be with machines but in the development of techniques, rules, and principles that go into the making of successful programs. Instructional materials must be built with the learner's behavior in mind and should have as their index the quality of education attained. He sees as trends the mass production of less expensive machines with good programs and an increased experimentation with computerized devices. He was optimistic that it will be economically feasible through the use of teaching machines to provide each student with a private tutor, and he was equally confident that programmed learning is a means to effective learning.

A profitable aspect of this meeting was the organization of participants into sections in which questions on specific aspects of education and their implications for auto-instructional methods were formulated and presented to panelists in a general session immediately following. Chairmen of the discussion groups were: Margaret Stevenson, Department of Classroom Teachers, NEA (for the teacher training group); Mary Helen Mahar, U.S. Office of Education (materials and texts); J. Lloyd Trump, National Association of Secondary-School Principals (curricular and educational objectives); Glenn Featherston, Office of Education (administration); William M. Brish, superintendent, Hagerstown, Maryland (educational research); and Frank Banghart, University of Virginia (technical problems of programming). Resource specialists for the small group discussions were Drs. Skinner, Lumsdaine, and Glaser; David Angell of the American Institute for Research; Norman A. Crowder of Western Design Company; and Roy M. Hall, U.S. Office of Education, who also presided over the all-day session.

In answer to the questions raised, the experts agreed that research and experimentation are needed for the successful development of good programs and that a basic change in attitudes is necessary before educators and lay public can accept this new revolution in education. They also agreed that teaching machines can implement behavior, allow for discrimination, provide for guidance and control, equip the learner with verbal ability, relieve the teacher of tedious and repetitive chores and free him for wider use of his talents, but they can never substitute for, nor are they intended to replace, the teacher. They reasoned that fear of regimentation and a national curriculum is largely groundless. Even if attempted, the task would be insurmountable, since programming only a small portion—the three R's—is a tremendous job in itself.

—VIRGINIA G. STURWOLD

MAGNETIC RECORDING INDUSTRIES
America's Language Laboratory Leader—
fulfills your complete needs
widest range of simple-to-use, quality systems
plus Vital Educational Services...
tested and proved in more than a decade of use
NEW MAGNETIC DISC. New fidelity, instant review. Re-usable, permanent.
NEW TAPE MAGAZINE. No threading. No mixups. Another MRI development.
NEW FOLD-A-BOOTH Unified Laboratory-Classroom—Another MRI first.
Sound Language Teaching

A series of helpful manuals and materials is available. Write for complete listings.

MRI helps you plan ahead . . . look beyond your need for easy-to-use equipment—whether you use tape magazines or reels, or the simplest of all, the Magneticon Magnetic Disc.

MRI's growing list of valuable publications cover such important topics as programming and tested methodology for use with standard, automated and remote control systems. Distilled from national seminars and experience in hundreds of installations, they help you achieve maximum teaching effectiveness . . . maximum utilization of equipment.

All these services are now available through TRW/Educational Electronics Division Headquarters and 30 specialized regional offices, equipped to help you plan the **complete** language laboratory. MRI/TRW's vast electronic background and unique in-classroom techniques satisfy your requirements regardless of size, purpose and budget.

Write or phone today for detailed information about MRI advanced language laboratory equipment and educational services.

EDUCATIONAL ELECTRONICS DIVISION
Thompson Ramo Wooldridge Inc.
126 Fifth Avenue, New York 11, N. Y. • ALgonquin 5-7250
divisions and subsidiaries serving the educational field:
Magnetic Recording Industries • Dage Television • Bell Sound • Bel Canto • Intellectronics
World's Most Complete Line of Language Laboratory Equipment

LUXOUT®

DRAPERIES

. . . offer your BEST choice of effective light control

(Photo illustrates "NASSAU" exclusive print on LuXout DIM-OUT draperies.)

BETTER BECAUSE LUXOUT Draperies offer COMPLETE effective light control:

LUXOUT TRANSLUCENT draperies eliminate glare in offices, lounges, corridors and where audio-visual instruction is not given.

LUXOUT DIM-OUT draperies diffuse sunlight and darken rooms for projected pictures.

LUXOUT BLACK-OUT (opaque) draperies give absolute darkness when preferred for science rooms, auditoriums, or all-purpose rooms.

Widest selection of colors, patterns, materials!
Consult your LuXout distributor, or contact:

Free brochure, folders and color samples available upon request.

Plastic Products INCORPORATED

Department AV
1822 East Franklin St.
Richmond 23, Virginia

Briefs from Abroad

The NEW DELHI Institute of Audio-visual Education conducted its first AV course for teachers from all parts of India in April. The training in AV techniques included utilization, production, and evaluation of motion pictures, radio, study kits, portable boxes called "walking geography," wall maps, models, and other devices. The Institute will soon have closed-circuit television through the help of the U.S. Technical Cooperation Mission. Institute spokesmen say they have discarded the three "R's" in favor of a new educational slogan—"look, listen and learn."

• • •

School officials in the PHILIPPINES welcomed the visit of Carl Nater of Walt Disney Productions in the course of a world tour to survey needs for educational films. Speaking at the annual convention of the Philippine Association of School Superintendents held in Baguio City, Mr. Nater emphasized the role of educational films in the school program. The enthusiasm shown by the school officials regarding the use of these films was shared by Dr. Benigno Aldana, director of the Philippine Bureau of Public Schools, who expressed a keen desire to expand the AV program in the Philippines with the addition of the latest films in all subject areas. [Since English is the language of instruction, American-made films find ready acceptance among Filipino school children.]

• • •

JAPAN's first talking magazine, *The Asahi Sonorama*, was recently published and is rapidly gaining popularity. The magazine is about the size of an album of 7-inch records and contains 33⅓ rpm records and 24 pages of writing. The records can be played by just folding the magazine at the desired one and placing it on the phonograph. It covers political issues and contains some popular music as well.—*The Asian Student*, January 9, 1960.

International Communications

The International Communications Foundation with headquarters in Beverly Hills, California, has received a grant from the U.S. Office of Health, Education, and Welfare for a project on the Hindi-Urdu language. Lawrence Van Mourick, Jr., president of the Foundation, left for India in May to head a complete production staff of writers, photographers, and technical consultants. The audiovisual materials will include a 30-minute color motion picture (with both Hindi and English sound tracks) on the culture of the areas in which the Hindi language predominates, and 40 sound filmstrips in conversational Hindi with sound tapes and written texts prepared according to modern linguistic techniques. These materials will be used by the University of California at Berkeley for the development of a new college-level course on the language and culture of northern India.

The Foundation is also engaged in the preparation of audiovisual kits containing sound filmstrips in color, artifacts, study cards, and LP records on Iran, Pakistan, Yugoslavia, and Afghanistan. The first kit in the series, completed last fall, was on Turkey.

The International Communications Foundation, a non-profit organization to promote better understanding between nations of the world, hopes to accomplish its mission through production of low cost audiovisual materials for educational use.

• • •

Are you a Republican or Democrat? You'll win either way so long as you REMEMBER DAVI MEMBERSHIP ALERT.

Convention Note: A Plea for Feedback

AS THE NATIONAL OFFICE embarks on its plans for the coming year's Convention, we pause to reassess last year's conference. The information offered at Cincinnati was exceedingly broad in scope, sessions were well attended, and speeches enthusiastically received. Later, as we in headquarters took note of the stimulating effect this contact with the field had upon us, we wondered what was happening at the other end of the seesaw. As the result of his attendance, what influence would the delegate bring to bear on his own school system, on his school board and community?

When letters began pouring in, we were thus challenged to take note of the criticisms as well as the congratulations.

One of our correspondents wrote: "I have attended only this one convention of DAVI. I enjoyed it very much, meeting the people I'd read about, exchanging ideas and information, etc. I felt that I had got my money's worth, but when I came home I wondered if my going had in any way enriched the educational program of the boys and girls of the county, and that is what I am paid to do."

This certainly gave us food for thought. If the writer was unable to relate her Convention experience to the classroom, where had we failed? Had we beamed our sessions too high? Had we made them too theoretical? Or were we simply not airing the right problems? If the array of new teaching aids and equipment created no desire for these materials in the classroom, had our exhibits somehow fallen short? Were our exhibit hours poorly scheduled? Were our study trips irrelevant?

Each year the national staff sends out questionnaires asking for problems to be covered at the Convention, for names of persons who give outstanding demonstrations and presentations. Your needs as they appear on that questionnaire mold the content of the Concurrent and How To Do It sessions. But unfortunately, many of you leave this part of the questionnaire unanswered. We need your ideas so that we can better plan a program which will provide you with information you can use in your own situation. For example, from last year's questionnaire came requests for sessions planned with other organizations. These ideas have been followed to the extent that in the 1961 Convention at Miami Beach (Deauville Hotel, April 24-28) we will have concurrent sessions planned with the help of members of ASCD, AASA, NAEB, the Textbook Publishers, Secondary-School Principals, AASL, SMPTE, the educational division of the American Psychological Association, and the National Society for the Study of Communications.

It costs thousands of dollars to hold a convention; however, we see our Convention not in terms of dollars and cents, but in terms of ideas shared, new insights gained. This is why we are asking you for your suggestions as we continue to ask ourselves: What could we have offered this teacher that would have given her a sense of accomplishment when transferred to the classroom? Were this teacher's needs not fulfilled because you at the grassroots failed to apprise the national office of the needs of the field?—M.B.

"I do think it would make a capital addition to my core program," Mrs. Edgerton mused, "though perhaps somewhat repetitious."

"Why you great ninny," chuckled Bryan Oglethorpe with ill concealed derision, "it cannot hold a candle to a Churchill-Wexler film which characteristically develops concept not only with lucidity but with imagination."

• • •

One vote for the best man Election Day; one hour for the organization of your choice November 3. Remember DAVI MEMBERSHIP ALERT.

NEW! SONY PARALLEL RECORDING

262-SL 4 TRACK RECORDER • 4 & 2 TRACK STEREO PLAYBACK

The perfect aid for language and music students. Record on one track, rewind and record on the second track while listening to the first . . . then playback both tracks simultaneously for parallel comparison.

Language students can perfect pronunciation, music students can *sit in* or *sing* with accompaniments, big bands and symphonies. All these features *plus* the double tape saving economy of new *four* track recording.

The 262-SL, manufactured by world-famous Sony, is self-contained, complete with portable case, earphone, monitor speaker, model F-7 Dynamic Microphone and connecting leads for stereo playback: $199.50

Other Sony recorders include the dual track transistorized monophonic bantam at $99.50, the 4 and 2 track transport at $89.50, and the Sterecorder 300 at $399.50.

The remarkable pocket-size Sony *wireless* microphone for cable-free communication, with transmitter & receiver: $250. For literature or nearest dealer, write Superscope, Inc., Dept. E, Sun Valley, Calif.

SONY SUPERSCOPE *The tapeway to Stereo*

BIG PERFORMANCE BIG SAVINGS

ATC 420VR • The ATC 420VR four speed transcription player provides all key features at big dollar savings • Features: 20 watt push-pull Hi-Fi amplifier, transformer powered for complete safety • 12" armored basket heavy duty speaker with coaxial tweeter cone and 25' cable • Inputs for mike, radio, tape recorder or stereo kit • Scuff-resistant fabric covered 3/8" plywood case, metal corners and knees, spring cushioned plastic feet • 4 speeds plus variable speed control, illuminated "Strobe O Scope" • Plays any size records up to 17¼" masters • Weighs only 23 lbs. • ATC 420R with 4 fixed speeds—weight: 22 lbs. • All ATC products are transformer powered for complete safety.

Ask your dealer about the ATC 420 or write for complete specifications.

AUDIOTRONICS

AudioTronics CORPORATION • BOX 505, NORTH HOLLYWOOD 6, CALIFORNIA

Try Your Transistor in the Classroom

WHAT ARE YOU DOING—if anything—to make use of the transistor radio in your classroom? You may ask: Why use a battery-operated radio in schools when we fought so hard to get electrical outlets? May I offer several suggestions?

A traditional radio plugged into an electrical outlet may, and in most cases does, pick up more electrical interference than a radio containing its own battery. The reception in the latter, for this reason, should be better. There is also the added convenience of having a radio when and where you want it without the worry of outlets and extension cords.

If you are in the market for a transistor radio for school use, you might be interested in looking at Model 6511 made by the Channel Master Corporation. This radio is approximately the same size as most classroom radios and yet it operates on four regular flashlight batteries. It is attractive, lightweight, sensitive and selective in tuning, and the tone is excellent. This is an all-transistor radio and a good buy.

You may feel that these smaller, personal-type radios lack sufficient volume for school use. However, if you have your serviceman make a patch cord to plug into the earphone outlet and then connect the other end of the cord to the input of your regular tape recorder, you can use your tape recorder as an amplifier-speaker and get excellent sound in your classroom. By this means, you also have the option of recording anything which is on the air. It has been my experience that most of the better transistor radios are much more sensitive and selective than traditional table-top radios and can make better recordings more easily.

Some of the radios now coming on the market receive short wave as well as standard broadcasts. I have on my desk the latest model Channel Master which is one of this type. It is capable of picking up foreign stations all over the world. The teacher who is concerned about world opinion will find his transistor radio of real educational advantage if he will take the time to record English broadcasts from foreign countries and compare them with domestic ones. For example, what does the rest of the world think about our stand regarding Cuba. Almost all of the major countries have broadcasts in English and some of the comments (from friendly as well as unfriendly

SONOTONE'S NEW FLEX-MIKE®

for audio-visual laboratories and classrooms

Built-in durability and constant performance—these qualities make Sonotone's new omnidirectional "FLEX-MIKE" outstanding for all audio-visual teaching needs.

An adaptation of the widely-used Sonotone "CERAMIKES," the Model CM-17 "FLEX-MIKE" features a rugged ceramic transducer mounted in shock-absorbing neophrene and immune to temperature and humidity changes. Coupled with the unique transducer is a revolutionary metal damping grid, which ensures longer microphone life. The "FLEX-MIKE" provides a full hi-fi response of 50 to 11,000 cycles at a sensitivity of —56 decibels, and a controlled presence peak in the mid-range for more natural voice reproduction. A sturdy die-cast case with smart brushed-chrome finish protects the mike itself. The nickel-plated flexible stand is a full 13 inches long, and comes complete with mounting stand and hardware. The microphone cord is factory-installed and fully protected inside the flexible cable.

Despite its many special features, the "FLEX-MIKE" is priced so low any school can afford it. Guaranteed by Sonotone.

List Price...$24.50

OVER 30 YEARS OF LEADERSHIP
THROUGH ENGINEERING AND SERVICE

Sonotone® CORP.

ELECTRONIC APPLICATIONS DIVISION, DEPT. P67-100
ELMSFORD, NEW YORK
IN CANADA, CONTACT ATLAS RADIO CORP., LTD., TORONTO

LEADING MAKERS OF PHONO CARTRIDGES, SPEAKERS, MICROPHONES, TAPE HEADS, ELECTRONIC TUBES AND RECHARGEABLE BATTERIES

Pupils learn about infant care through Baby Sitter Training

Here are basic tools which introduce training for future parenthood within the interests of the junior high and high school girl—and boy, too.

Baby sitting—the opportunity to assume adult responsibility and to earn extra money—serves as an incentive to learn lessons of long range educational benefit.

The National Baby Care Council, a non-profit organization for baby health, education and welfare, has prepared the course under the supervision of its professional Section on Education. It has been pre-tested in the Allegheny County Schools, Pittsburgh, Pa.

The course itself—a color slide film, teacher's manual and baby sitter's guide—has been underwritten as a public service by the Diaper Service Industry Association. It is available in communities through diaper service firms sponsoring the project.

For information write:
NATIONAL BABY CARE COUNCIL
1913 Walnut Street, Philadelphia 3, Pa., LOcust 8-8240
National Chairman, Ernest G. Osborne, Ph.D.

nations) indicate clearly that there are differences of opinion regarding U.S. policies. There are news events every day which invite this type of comparison.

With the present emphasis on foreign languages, teachers are very much interested in recording native tongues and this can easily be done by using one of these small transistorized radios.

When you reach the point where you are serious about recording broadcasts from foreign countries you might well consider the large Zenith all-wave receiver. The Royal 1000-D transistorized radio lists for $275, but it is a precision instrument which does an excellent job of receiving broadcasts not only from this country, but from all over the world. Weather information, ship-to-shore radio, amateur broadcasts, as well as foreign broadcasts are picked up easily and clearly by this remarkable radio.

This is a field which I believe deserves some experimentation and I would be very much interested in sharing your experiences in it.

—WILLIAM H. KING

News Notes

FREDERICK A. WHITE, director of the bureau of audiovisual instruction, University of Wisconsin, began a one-year leave August 23 to serve as consultant to the Korean Ministry of Education. As specialist in utilization working with teacher training institutions, Dr. White will carry on a project started two years ago by Gilbert Tauffner of the University of Kentucky and Maurice T. Iverson of the University of Wisconsin. This is an ICA project under the direction of Syracuse University. Dr. Iverson will return to Wisconsin next month to assume duties as director of the audiovisual bureau. The assistant director, Richard Hubbard, is now acting director.

HORACE HARTSELL, associate director of the audiovisual center at Michigan State University, left in late August for Sao Paulo where he will be Head of Party for an ICA Brazilian project. Frank Neusbaum will be in charge of film production. The project is being coordinated by Charles Schuller for Michigan State University. Dr. Hartsell writes that the purpose of the project is to establish a university audiovisual center at the University of Sao Paulo similar to those in the United States. He and his party will plan and conduct training for approximately 30 qualified personnel mutually agreed upon by the project and the University. They will also assist and advise in the preparation of texts and other teaching materials and in the production of films and filmstrips.

CLARENCE O. BERGESON, who has been director of the audiovisual center at the University of Maine, has joined the staff of the College of Education, Pennsylvania State University.

DAVID C. STEWART, assistant director of the Joint Council on Educational Television for the past four years, has been named director to replace Ralph Steetle, who is now with the Oregon State System of Higher Education. Dr. Steetle, as head of the System's new educational media department will have an educational network in operation by January 1961,

(See the next page)

Paid Advst. Calling all Nixonites, Kennedy supporters (and Adlai admirers)—Remember your duty as citizens November 8—but don't forget DAVI MEMBERSHIP ALERT November 3.

talkback

films are unfinished dramas that leave the solution to you!

Talkback is a series of fifteen-minute dramas which presents 26 of the most vital problems in contemporary America. Since no solution is offered in the films, group discussion must determine the outcome. Talkback was created and produced for television release after exhaustive research, involving some 10,000 opinions and interviews, to bring into light major crises within families, businesses, colleges, and individuals. By popular demand it is now available for use by adult and youth study groups, civic, fraternal, church, and school organizations.

Educators who work with groups in self-education are quick to endorse Talkback because of its ability to stimulate creative thinking.

Talkback stars

Sheppard Strudwick

Howard Morris

Patty Duke

and many others.

See the Talkback display at the NAPSAE-AEA, USA Joint Conferences in Denver, Colorado, October 14-17.

For free audition film and additional literature, clip and mail coupon.

Gentlemen: I am interested in acquiring the Talkback series (all or part) for my adult or community education group. Please send audition film and literature to

Name _____

Address _____ Date _____

City _____ Zone _____ State _____

talkback

1525 McGavock Street
Nashville 3, Tennessee

In your own school, inspect this latest development in audio-visual language training... outgrowth of Linguaphone's experience in over 18,000 schools, colleges, and universities.

Here at last is a teaching tool that helps students learn more... faster. For here is a new kind of conversational language program that makes language-learning more enjoyable, language-teaching much easier.

Linguaphone's unique combination of *native* linguists and modern electronic devices makes possible tape and disc recordings of such unusually fine quality that every subtle nuance of pronunciation, diction, phraseology, and accent is clear and understandable. The *synchronized* Tapes and Discs, together with up-to-date Workbooks (by Dr. Theodore Huebener) and student and teacher Manuals, comprise the ONLY COMPLETE language study program available today.

Such an achievement cannot be described; it must be *seen and heard*. That is why we invite you to evaluate this new Linguaphone School-Tape Program in your own classroom.

For descriptive literature and a free demonstration with no obligation, simply mail coupon.

LINGUAPHONE INSTITUTE, Dept. SD-376-100, 30 Rockefeller Plaza, N.Y. 20, N.Y.

Linguaphone School Tapes are available in The 4 Most Popular Languages:

Western Hemisphere Spanish, French, German, and Russian.

The Linguaphone Language Program is qualified under the provisions of the National Defense Education Act.

LINGUAPHONE INSTITUTE, Dept. SD-376-100, 30 Rockefeller Plaza, N.Y. 20, N.Y.

Gentlemen: I am interested in receiving more information about the Linguaphone School-Tape Program and would like you to arrange for a demonstration.

Name .....

Position .....

School Name .....

School Address .....

according to *Education U.S.A.*, a weekly report from the National School Public Relations Association.

JOHN D. BARDWELL, formerly assistant director of the audiovisual center at the University of Chicago, has accepted the position of director of the audiovisual center at the University of New Hampshire. He is filling the vacancy created by Austin L. Olney who retired after many years of service and leadership in New Hampshire and New England.

JOHN D. DEL VECCHIO, acting director of audiovisual education for the Bridgeport (Connecticut) public schools, has been named permanent director.

BACK ON THE MAINLAND after summer duty in Hawaii are Charles Schuller, Donald Scott, Harry Skelly, and Kenneth Norberg. Drs. Schuller, Scott, and Skelly made the journey in behalf of a Title VII survey; Dr. Norberg was visiting professor at the University.

Summer Travels

THOMAS E. BATSON, teacher of architecture at McKinley Technical School, Washington, D. C., was one of 17 teachers awarded fellowships for summer travel by the Meyer Foundation. His plans were to visit the West Indies and parts of South America where he expected to make color slides of the people, industries, and customs. Mr. Batson was one of three area members who served on the ballot counting committee for the DAVI elections last January.

MURRAY LINCOLN MILLER, who is making a specialty of studying and recording audiovisual methods in Eastern European countries and the Soviet Union, reported this itinerary for July and August: Western Germany, Hungary, Yugoslavia, Bulgaria, Rumania, Poland and Czechoslovakia.

William Lewin

William Lewin, pioneer audiovisualist, died of a heart ailment August 24 in Summit, New Jersey, at the age of 71. During his long service to Weequahic High School in Newark (44 years) he made a name for himself as an audiovisual specialist who was instrumental in the development of sound films. In 1929 he organized an educational sound film unit for the Western Electric Company which was later to become Encyclopaedia Britannica Films.

He was founder of *Audio-Visual Guide* and *Photoplay Studies*, and co-author with Alexander Frazier of *Standards of Photoplay Appreciation*. He was educational director of Freedom Train, during which time he produced a series of filmstrips for *The Readers Digest* entitled "Our American Heritage."

Dr. Lewin was graduated from New York University in 1911, later earned an M.A. from Columbia University and a Ph.D. from NYU. As an undergraduate he was elected to Phi Beta Kappa. He is survived by Mrs. Lewin, his son, Lawrence, two daughters, Linda Lewin and Mrs. Ann Diament.

George G. Lenehan

George G. Lenehan, vice president of Modern Talking Picture Service, died July 28 at Northport, Long Island, New York. His death was attributed to pneumonia, complicated by asthma. Only 42, Mr. Lenehan joined Modern Talking Picture Service in 1947 after service with the U.S. Navy in World War II. He leaves his wife, Adeline, and two children, George Jr., and Nancy.

WHEN THERE'S A LESSON TO TEACH OR A STORY TO TELL . . .

School Master 750 is shown with accessory Rewind Take-up and Semi-Automatic Slide Changer.

use the SCHOOL MASTER®

COMBINATION FILMSTRIP and 2 x 2 SLIDE PROJECTOR

Yes! When there's a lesson to teach or a story to tell, more and more educators are selecting the famous Graflex School Master.

School Masters provide an unusually high screen brilliance that: (1) allows projection in a room that's not completely darkened (saves buying room-darkening devices) and, (2) is easier on young eyes, more effective on young minds.

Change from filmstrips to slides in seconds—no tools, no extra parts required • Optical system removes as a unit for easy cleaning • Threading and framing is easy • Exclusive built-in handle facilitates carrying • A line of accessories that increases the use and the value (but not the cost) of the School Master—makes it the most flexible piece of equipment in your instructional aids. 500 watt and 750 watt manual or remote control models are priced from $84.50.

For additional information contact your Graflex Audiovisual dealer or, write Dept. AV-100, Graflex, Inc., Rochester 3, N. Y. Prices are subject to change without notice.

GRAFLEX AV RECORD PLAYER

The features you *want* in a record player for classroom use, at a price to fit your budget. Floating turntable has four speeds for 78, 45 and 33⅓ plus 16⅔ rpm records. Micro-Balanced Tone Arm reduces record wear. Exceptionally fine reproduction. Light in weight, compact and dependable. Two models, from $49.95 —plus tax.

Graflex Record Player Model AV-II

GRAFLEX®

A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION

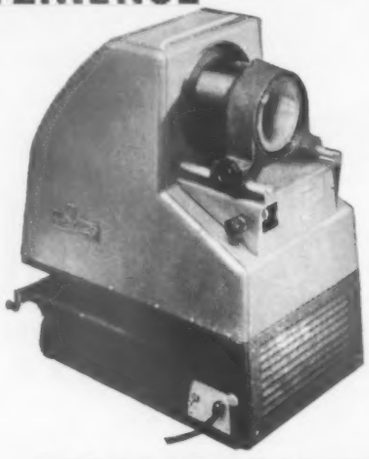
AO OPAQUE DELINEASCOPE

LIGHTER AND BRIGHTER

AO's New High Speed Opaque Delineascope projects a brighter image than any other opaque projector. Improved, large-diameter, coated projection objective delivers a full 145 lumens to screen. You have clearer image definition in tone, contrast and detail... from edge to edge, from corner to corner of the screen. And, it's lighter than ever...only 29 lbs.

RIGHT SIDE CONVENIENCE

New, modern styling and design places all adjustments on the right side of the instrument...where they belong. You operate switch, focus knob, opitcal pointer and handy roll feed...quickly and easily. Extra deep copy platform positions and locks instantly at any desired level ...accommodates material up to 2½ inches thick. Every detail has been planned for your convenience.



SERVICEABILITY

Large hinged access door makes it easy to replace bulb and clean reflecting mirrors. All-glass reflecting mirrors will not tarnish or deteriorate. AO's exclusive glass reflecting surfaces plus sturdy "unitized" construction assure projection precision that will withstand vigorous classroom use. You can be sure that your AO Opaque will still produce the brightest screen image, even after years of service.

American Optical Company
SPENCER
INSTRUMENT DIVISION, BUFFALO 15, NEW YORK

Dept. K-247
☐ Please send full information on AO's New Opaque Delineascope by return mail.
☐ Please have my AO Sales Representative set up a demonstration.

Name_____
Address_____
City_____ Zone____ State____

IN CANADA write—American Optical Company Canada Ltd., Box 40, Terminal A., Toronto, Ont.

An Open Letter to DAVI Members

I AM WRITING this letter to you as chairman of your national Legislative Committee. I hope that you will take a moment to read it.

This is my first year as Legislative Chairman. At the outset I was reluctant to accept the responsibility because I realized that everyone in DAVI is as busy or possibly even busier than I. Also, there are in most organizations many persons who believe that tasks should be undertaken so long as someone else will do the work. I am happy to report that I have yet to ask for help from any DAVI member and not receive it.

When the Committee requested information to support our case on the proposed postage bill, we received over 75 excellent letters indicating the extent to which increased postage would effect schools. These letters enabled us to make a strong presentation when we were called to testify before the House Committee on Post Office and Civil Service.

We are currently faced with the problem of getting NDEA extended, and again DAVI members are responding admirably. We have contacted all presidents of state audiovisual associations with good results. Letters are coming in telling how the expenditure of NDEA funds in the local communities and states have benefited the educational program. It is this kind of information which is going to count when we make our appeal to Congress.

If you have not already done so, the Committee invites you to collect data on the beneficial effects of NDEA in your school. This can be sent to my attention at DAVI headquarters or directly to Dr. Hyer or Dr. Snider.

It is a real pleasure to have the support of a hardworking committee and equally gratifying to serve an organization as cooperative as DAVI.

—WILLIAM H. KING
Chairman, Legislative Committee

This is not a Churchill-Wexler ad — Remember DAVI MEMBERSHIP ALERT, November 3

"This is how we help them remember more of what they see and hear in a movie."

Says Lawrence Root,

Principal at the new Brighton District No. 1 Council Rock Elementary School, Rochester, New York, selected by A.A.S.A. for its exhibit of outstanding school designs:

"We take the view that most educational films have been prepared professionally, and as such can communicate subject matter worth learning.

"All that remains is for the children to open their minds to concentrate on and receive the message. Gaining their concentration is, we feel, a matter of shutting out distraction.

"Many of our movies, therefore, are shown in the quiet isolation of the auditorium, using a Kodak Pageant Projector. We selected our Pageant on the basis of its quietness, picture brilliance, and clarity of its sound. Its consistent performance helps keep young minds from wandering.

"Our reward is evidenced in the picture above. Good attentiveness, and — later — good recall of what they saw and heard."

The picture above was taken using only that light reflecting from the screen while a movie was in progress. The projector that throws such a brilliant easy-to-see image on the screen is a Kodak Pageant Sound Projector, with its special Kodak Super 40 Shutter. With this shutter, the Kodak Pageant actually projects 40% more light onto the screen than projectors with ordinary shutters.

Your Kodak A-V dealer will demonstrate at your convenience, or write for Pageant Bulletin V3-22. No obligation.

Kodak Pageant Projector 〉 **EASTMAN KODAK COMPANY,** Dept. 8-V, Rochester 4, N. Y.

Moderators of a one-day forum for educational AV directors were William Kruse (left) and Verne Stockman, president of the Illinois Audiovisual Association, sponsoring organization. Representing DAVI, Robert Snider summarized teaching machine developments and explained DAVI's interest in instructional technology. Mr. Kruse subsequently stirred up a lively discussion by questioning DAVI's concern in this area. Other topics of interest were the current stress on science and math and its effect on the Humanities; Airborne TV; closed-circuit installations; and the AV-library question. Seerley Reid reported on NDEA. Some 75 educators attended.

A chip off the old block? It appears so, considering his interest in audiovisual equipment. This is Bill White, whose father, Don White, executive secretary of NAVA, needs no introduction. Bill is 10 years old and a fifth-grader in the Fairfax Elementary Schools, Fairfax, Va.

High Points at NAVA

These photos taken during the 20th annual convention and trade show of the National Audio-Visual Association at the Morrison Hotel in Chicago, August 6-9, are by the convention photographer, Paul Wychor, Augustana Lutheran Church, Minneapolis. Courtesy of NAVA.

Retiring president William G. Kirtley, D. T. Davis Company, Louisville, Kentucky, congratulates incoming president, Harvey Marks, a partner in Visual Center, a Denver firm. Mr. Kirtley now becomes chairman of the NAVA Board of Directors. Also installed at Chicago were Mahlon H. Martin, Jr., M. H. Martin Company, Massillon, Ohio, first vice president; and Harold A. Fischer, Photosound, Orlando, Florida, second vice president.

"To shorten the distance between the learner and the thing to be learned" was interpreted as the real theme of the 1960 NAVA Convention by D. T. Davis, Lexington, Kentucky, one of the three "patriarchs" of the industry interviewed by Jim Hulfish, NAVA information director, in a new type keynote presentation. By tape, telephone, and personal interview, Hulfish took his audience on an excursion into the association's 30-year history, assessed the industry's current volume at approximately $300 million, and turned up bullish predictions based generally on increased technology in education and specifically on the emergence of 8mm film. Presented via tape with Mr. Davis were the other two "patriarchs," Bernie Cousino, Toledo, Ohio, and Jim Stackhouse, Richmond, Virginia; interviewed by telephone were Tom Hope and John Flory of Eastman Kodak. Also appearing in the presentation were Alva Cox of the National Council of Churches, Ken Goddard of the U. S. Chamber of Commerce, and Ann Hyer, DAVI. See page 268 for Dr. Hyer's contributing remarks. Major General J. B. Medaris, recently retired chief of the Army missile program, addressed the convention the next day.*

* Represents visual segment of industry only. Audio products are authoritatively estimated to increase this total by 50 percent.

AN EXTRAORDINARY PROGRAM IN LIVING AMERICAN HISTORY!

★ ★ ★ ★

THE PROGRAM

A RARE COMBINATION OF 4 VERSATILE TEACHING TOOLS OF UNMATCHED POWER, AUTHENTICITY AND SCHOLASTIC EXCELLENCE . . . CREATED BY A DISTINGUISHED STAFF OF HISTORIANS, VISUAL EDUCATION EXPERTS AND RECOGNIZED AUTHORITIES IN SPECIALIZED FIELDS . . .

Here is history, projected in dramatic word and brilliant image, *telling and showing* America's great story with an excitement and conviction never before achieved. Scrupulously designed to enrich American history and many other courses of study, this four point program of books and filmstrips is a comprehensive and unique apparatus to develop understanding and help to build enlightened citizens.

THE FILMSTRIPS

Two award-winning series created under the editorial direction of RALPH H. GABRIEL, Sterling Professor of History Emeritus, Yale University

★ THE CHRONICLES OF AMERICA FILMSTRIPS
15 units

This newest series has already won exceptional stature—and well earned! Largely based upon the books and motion pictures of the same name, its realism brings our Country's history to graphic life, from discovery through civil war. Its dynamic images have been likened to "adventures in democracy."

$97.50 complete or $7.00 each
Comprehensive TEACHER'S GUIDE free

★ THE PAGEANT OF AMERICA FILMSTRIPS
30 units

Broad in scope as their companion volumes, these documentary filmstrips have opened new vistas of teaching effectiveness throughout the entire curriculum. Each unit portrays a historical drama in America's growth to a world power; together these striking re-enactments span five centuries, from aboriginal Indian to Atomic Age.

$195.00 complete or $7.00 each
TEACHER'S GUIDE free with each unit

THE BOOKS

★ THE CHRONICLES OF AMERICA
56 volumes

Edited by Allen Johnson and Allan Nevins

Interest-sustaining accounts of the titans and forces that struggled in our past to forge America's present. Each volume is a milestone *in action*—from Red Man to the aftermath of VJ Day—authentic, accurate, written in gripping narrative form. Most wanted in every class—a "must" in every library—good reading!

$199.00 complete or $3.95 per volume

★ THE PAGEANT OF AMERICA
15 volumes

Edited by Ralph H. Gabriel

Picture journals of our history as fresh as today's news! Directed in orderly progression by enjoyable, scholarly text, thousands and thousands (11,500) of timeless illustrations trace the molding of our nation. A treasure-trove of fascinating information, professionally and expertly indexed. Fully tested for successful use at all levels.

$147.75 complete or $10.75 per volume

ORDER NOW

YALE UNIVERSITY PRESS FILM SERVICE

YALE UNIVERSITY PRESS

386 Fourth Avenue — New York 16, N. Y.

LUX ET VERITAS

PROSPECTUS

IF ANY OF YOU READ MY EDITORIALS regularly you will have surmised by now that I write more for my own welfare than for yours. Let me try to explain. Since as editor I am responsible for editorials, I use this assignment to force me to do some thinking. Editorials are rather a mental catharsis for me and this explains their informal tone, a deviation from accepted editorial style frequently pointed out to me by members of the national staff.

Lately I had been thinking a little about the trends in education and what they mean for our field. When Jim Hulfish asked me a few weeks before the NAVA Convention to prepare a two-minute tape recording on the topic, "Trends I Foresee in the Use of Audiovisual Materials in Education," I was forced to put my thoughts into some kind of organized form. This is the result.

THE fastest growing area in my opinion will be that of *auto-instructional materials, devices, and techniques*—sometimes referred to as self-teaching resources. I am thinking, for example, of the materials and equipment used for listening and viewing centers in classrooms, libraries, or for home study. I am also thinking of programmed materials for use in teaching machines and as scrambled texts. It is because of the great interest in this area that DAVI has published *Teaching Machines and Programmed Learning: A Source Book*, and the *Annotated Bibliography*.

It may seem contradictory to say I also see a continuation of the trend toward *large-group* or mass instruction, but actually these trends are complementary. I think there will be during the 60's a decided increase in television, in filmed series, and in the utilization of equipment tailored to communication for large groups (such as the overhead projector to replace the chalkboard).

I foresee much interest in *instructional systems*—the planned integration of content, instructional resources, and methods of presentation. We have already witnessed the advent of teaching kits and the MIT instructional system for the new Physical Science course.

Fourth, I believe there will be a rapid expansion of *local production* of materials as more simplified and less expensive equipment comes on the market for 8mm sound films, for recording TV programs, making transparencies, and the like.

Fifth, and last, I believe in the 60's we will see a speeding up of the rate of *acceptance of instructional technology*. As Jim Finn, president of DAVI, reminds us, the adoption of technology speeds the acceptance of future technology —as witness, tape recorders, language laboratories, and TV, all of which have caught on much faster than the equipment which preceded them. By the end of the 60's I believe instructional technology will be an accepted fact of life.

Having got this far, it seemed like a good idea to relate the theme topics of each of our AVI issues to these five assumptions, and this I intend to do, using a woman's prerogative to change her mind from time to time. In other words, in editorials this year I plan to say less about what's new and more about the meaning of educational trends for the AV field.

This issue, based on an NEA Seminar, looks at the AV director and television. It is interesting that the question does not seem to be "Does he have a role?" but rather "What is his role?" What has it been, what is it now, and what will and should it become?

In other words, the AV director has now accepted this technological development, arriving at this point, I might add, only few paces ahead of educators at large! He has now ceased to be primarily concerned with TV as a competitor of AV for budget, control, prestige, and time. Rather he now sees TV as another teaching tool and TV personnel as his colleagues engaged in an educational task which is too big for all of them even when working together.

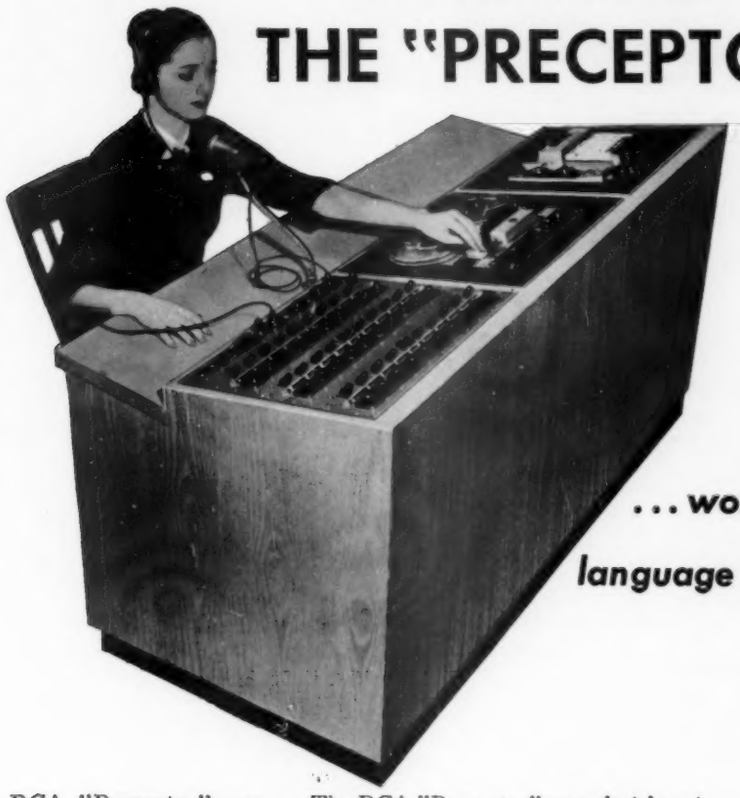
The AV director now seems more preoccupied with philosophical questions some of which emerge because of conflicts between the new trends and his long-held beliefs about good practices in media utilization. For example, he is bothered by such considerations as these: What is happening to the concept that the classroom teacher should select the learning experiences? That materials should be used in classrooms with a class-sized group, not in auditoriums with several classes combined? That projected pictures for group instructional purposes should fill a 70-inch screen? That interaction is essential to the learning process?

It is interesting also to note the amount of time that this seminar on the AV Director and Television devoted to the question of "who are we?"—what should we call ourselves, what is the scope of our concern, how should we organize our service organizations, what do we need to know to fulfill our new role?

This concern with philosophical questions, and with the need for a new perspective, along with our willingness to work these problems out in cooperation with other educators and educational organizations, is a sign of professional maturity most becoming to DAVI.

Ann Hyer

RCA PRESENTS
THE "PRECEPTOR" SYSTEM



...world's most advanced language laboratory equipment!

This is the RCA "Preceptor"—an exciting new concept in language laboratories. Most advanced because it opens fresh new avenues for creative teaching . . . most advanced because it gives the teacher full control of the laboratory. Most advanced, too, because it's *transistorized* and because its *modular design* simplifies installation and makes expansion easy.

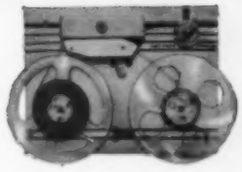
Transistors add many extra advantages to RCA's new "Preceptor" System—providing instant action, longer life, simpler wiring, and lower operating costs. These are but a few of the superior features RCA sound engineers have designed into the "Preceptor" to make it the world's most advanced and most wanted language laboratory system.

Write for complete information package explaining how RCA "Preceptor" System can vitalize your language curriculum. Also, ask for the name of your nearest RCA Language Laboratory Dealer. Address: Radio Corporation of America, Language Laboratory Sales, Building 15-1, Camden 2, N.J.

The RCA "Preceptor" console (above) with its master control panel puts the teacher in complete command. It allows: 1) monitoring of any student; 2) listening in on master tape and student's voice; 3) two-way conversation with any student; 4) recording of student on central tape recorder; 5) insertion of comments on the recording; 6) communication with whole class through "all-call" control. The teacher controls tape selection and can play up to 10 different tapes.

Sturdy RCA "Preceptor" booths can be installed singly, with or without flip-top desk to serve as writing surface, or in modules of two or three attractive economy booths.

World's Most Advanced Components . . . from RCA!



Expansion? Just add a pre-wired SelectorCom panel with a bank of 10 selector switches.

RCA tape decks for the "Preceptor" System may be either half-track, or dual-track. Single-knob control makes them ideally simple to operate at the console or in student booths, as a program source or for student recording. Convenient new cartridge type tape decks are also available.

RADIO CORPORATION of AMERICA
CAMDEN 2, NEW JERSEY

Tmk(s) ®

Charlie
the Destroyer

DON'T WORRY, HE WON'T GET IT OUT!

To remove a LEVOLOR bottom rail clip, one must know how. No amount of yanking and pulling on the tape can get them out. But to the maintenance man who knows how, it is as simple as A. B. C.

Information that insures the best installation possible is a service all LEVOLOR representatives will give you. They will submit a prospectus covering every detail of your Venetian Blind installation—help with the specifications and make a final inspection *after* the blinds are installed. It is a service that guarantees good specifications and good Venetian Blinds.

LEVOLOR TRADE MARK OF LEVOLOR LORENTZEN VENETIAN BLINDS

AUDIO-VISUAL CONVENTIONAL SKYLIGHT

Levolor Lorentzen, Inc., 720 Monroe St., Hoboken, N. J.